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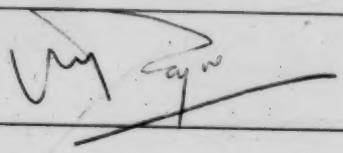

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PHYSICAL EDUCATION IN THE EDMONTON PUBLIC SECONDARY SCHOOL SYSTEM 1880-1960

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

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THE UNIVERSITY OF ALBERTA

EDMONTON, ALBERTA

FALL, 1980

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Physical Education in the Edmonton Public Secondary School System 1880-1960

submitted by H. Neil Payne

in partial fulfillment of the requirements for the degree of Master of Education in Secondary Education

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ABSTRACT

Physical education is recognized today as an integral part of the high school curriculum but this is a relatively recent development. In early Canada, physical activity was informal. Rural Canada had little need for physical education as the life of early settlers, adults and children, was a hard and rigorous one. As high school physical education developed in Eastern Canada, it was to be copied in the West. There were three main influences, that of Britain, the church and the military.

In Edmonton physical education was formally recognized in 1890. Two years later soccer was recorded as the first team game to be played by students under the coaching of their principal, a Mr. Campbell. The British influence was seen in the number of "old country" sports introduced, particularly by members of the North-West Mounted Police in the 1890's.

When Edmonton became a city in 1905 there were no adequate gymnasium facilities for high school students. However students did take part in a wide variety of games after school hours. A great sporting rivalry started when the new Strathcona and Victoria high schools were opened in 1909 and 1911 respectively. The city physical education supervisor, Mr. C. K. Flint, introduced in 1907 a physical education curriculum containing several drill activities. This was very similar to the department program based on the Strathcona Trust guidelines which was issued in 1912. Cadet

training as part of the physical education program was to remain in city schools until 1933. Normal School instructors were to remain military personnel until 1939.

Physical education was recognized as a compulsory subject in the Alberta 1926 high school curriculum. A detailed syllabus was introduced in 1939, based on developing the physical, mental and social well-being of the individual. Only minor changes were noted in the 1946 "Bulletin Three." A further interim curriculum was introduced in 1957, but new innovations had to wait until the sixties as overcrowded city classrooms and inadequate facilities made program implementation difficult.

Edmonton experienced a complete stoppage in high school construction during the Depression. Long range plans were made in 1942 to remedy the situation. When the oil boom came in the fifties the city schools embarked on a large building program including the large composite high schools with their extended physical education facilities.

There has always been a conservative approach to educational funding in the City of Edmonton. Softball and baseball were popular in city schools partly due to cheapness of equipment. The drill type activities found in the schools for many years were funded by an outside agency, the Strathcona Trust. The introduction of the intermediate school was encouraged as a solution to high school building shortage. Nevertheless, throughout its short history the city high schools have built a strong tradition in intramural and inter-school competition.

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CHAPTER I

INTRODUCTION

This study is an historical survey of the development of physical education in the Edmonton Public Secondary School System from its beginnings in a one-room school to the composite high schools of the sixties.

The writer has endeavoured to trace the significant turning points which have led to the evolving of the modern program of physical education which caters to the development of the individual through the natural medium of physical activity.[1] An attempt has been made to relate these with the social and economic life of the City and Province during this period.

In the nineteenth century educational facilities in the West lagged behind those of Eastern Canada largely because of small population growth. The coming of the Canadian Pacific Railway increased urban settlement and led to the building of schools to cater to the children of these settlers. In Edmonton this led to an early "North" versus "South" rivalry as schools north of the river competed with the southern Strathcona schools at hockey and soccer. This rivalry carried over into the business world until the union of Edmonton and Strathcona in 1912.[2]

Prior to and during World War I the Strathcona Trust had considerable impact upon the physical education curriculum in the

City Schools. Trust grants were given to schools for uniforms and drill competitions. The emphasis on formal exercises created both public interest and controversy.

The depression years were a period of stagnation in education in both the urban and rural areas of Alberta. No new secondary schools were built in Edmonton. Teachers's salaries and per pupil expenditures were low. However, although sports equipment was scarce, inter-school competition within the city remained enthusiastic.

World War II created a social consciousness which was to stimulate post-war changes in the social life of the city. In education a vast new school building program was started. New physical education facilities and the establishment of a new faculty of Physical Education at the University of Alberta created the foundation for a new era in physical education in Edmonton during the sixties.

The Purpose and Its Setting

Education is at all times and everywhere a reflection of the social order. As Charlton remarked: "The historian of education must concern himself not merely with what went on in the classrooms of the past but with the transmission and modification of culture."[3] It was Simon who stressed this further in England by urging the historian to approach education as a social function and assess its fulfilled function at different stages of social development.[4] As Ziegler pointed out:

> The history of man's past is being continually rewritten . . . and this statement can be made as well for the history of education and [sic] the history of sport and physical education.[5]

If one is to understand the present world, examination of the past is a vital part of this understanding. The physical education historian must collect and record existing records concerning the conception and development of physical activities.[6] Physical education is recognized today as being an integral part of the educational curricula in Alberta because of our knowledge of its past development in the province and elsewhere and because of its intrinsic value.

For many years the physical education program of the Edmonton Public Schools was conducted without definite goals of physical performance for boys and girls.[7] When such information comes to light, it can have a significant influence on future school board policy. The Board can evaluate its present programs and their implementation and suggest innovations. In 1952 McLachlin stated that physical education in Alberta had glaring instances of inadequate programs of activities and insufficient facilities.[8]

Consequently, the purpose of this study was to survey the events contributing to the development of the physical education curriculum in the Secondary Schools in the City of Edmonton Public School System. Many questions were raised by such a study. The writer attempts to answer the following in Chapter IV:

Question One--Has the physical education curriculum and its implementation during the period identified, a direct relationship with the province's economic fortunes?

Question Two--Has the physical education curriculum and its implementation during the period a direct relationship with teacher qualifications?

Question Three--Has the emphasis on inter-school competition led to an elitist orientation to physical education in schools?

Question Four--Has the establishment of the Faculty of Physical Education, University of Alberta, had an impact on the physical education program in the Edmonton Public School System?

Assumptions

Primary sources were used wherever possible. Since one cannot recreate the past, it is assumed that the written word found in the newspaper, report or government document quoted reflects the climate of the period. Sources have been judged according to the criteria of L. R. Gottschalk and H. C. Hockett.[9]

Delimitations

1. This study covers the period of 70 years from 1890, the time physical education was first mentioned in Edmonton Public School Board Minutes, to 1960, when the Cameron Royal Commission on Education presented its report to the Lieutenant Governor of the Province.

2. This investigation is primarily concerned with physical education in the Edmonton Public Secondary School System (Protestant). Reference to Roman Catholic or private schools of other denominations is made only when they have a definite influence on the history of the public school system.

3. This study in tracing the development of physical education in Edmonton Public Secondary Schools acknowledges where appropriate the influence of outside agencies such as the Y'MCA, City recreation agencies and the teacher organizations.

4. Strathcona School District and its previous name of South Edmonton School District No. 216 before its amalgamation with Edmonton in 1912 is included as part of the development of the Edmonton Public Secondary School System.

Definition of Terms

The terms used in this study are defined as follows:

Curriculum

The term used here is the definition used by Phenix in 1968, namely that curriculum is simply a name for the organized pattern of the school's education program.[10]

Football

The terms rugby, rugby football and football used in this study are taken directly from original sources. Unless otherwise noted, they all refer to the games of Canadian football when described in this historical survey.

Physical Education

This term is defined as that "integral part of total education which contributes to the development of the individual through the natural medium of physical activity--human movement" as defined by AAPHER in 1970 and the Alberta Department of Education Proposed

Program of Studies for High School in 1977.[11] The term includes the physical education curriculum, intramural, and inter-school programs.

Secondary School

This term refers to that institution or system of education in which the pupil spent his last three to five years prior to graduation. This would normally have been from 14 to 18 years of age.

- Between 1889 and 1912 this included Standards six, seven, and eight.
- From 1912 to 1937 it comprised Grades nine, ten, eleven, and twelve.
- In 1937 Grade nine was transferred to the junior high school.
- From 1937 to 1960 it was concerned with Grades ten, eleven, and twelve.

Glossary of Terms

The following organizations were given the abbreviations listed after initial recognition in the chapter references:

Alberta Department of Education Annual Reports	A.A.R.
Alberta Schools Athletic Association	A.S.A.A.
Canadian Association of Health Physical Education and Recreation	C.A.H.P.E.R.
Canadian Physical Education Association	C.P.E.A.
Edmonton High Schools Athletic Association	E.H.S.A.A.
Edmonton Public School District No. 7 Annual Reports	E.P.S.A.R.

Importance of the Study

Physical education today is recognized as an integral part of the school curriculum in all Alberta schools. During its evolution over the past seventy years, it has been called drill, gymnastics, physical training and physical culture. By studying its evolution in Edmonton, the writer feels one can better comprehend the growth of this city, its people and its education system leading to a better understanding of the physical education curriculum. This study is designed:

1. To record the first known physical education history of the Edmonton Public Secondary School System.

2. To recognize and highlight those aspects of physical education which have implications in development of necessary lifetime leisure activities and future trends in physical education curriculum development.

3. To identify the content of the curriculum as it existed at various stages in the period covered.

4. To survey the historical background against which the physical education curriculum has evolved.

5. To outline the major revisions and changes of emphasis in the physical education curriculum.

6. To determine the major factors which appear to have affected program development.

Methodology of Research

The chief primary sources for this investigation were the statutes, reports and bulletins published by the Territorial and

Provincial governments. These sources were supplemented by the Annual Reports of the Department of Education of the Provincial Government and the Edmonton Public School District No. 7, local newspapers and minutes of the Edmonton Public High School Athletic Association.

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[9]See L. R. Gottschalk, Understanding History (New York: Knopf, 1950) and H. C. Hockett, The Critical Method in Historical Research and Writing (New York: Macmillan, 1955). Both Gottschalk and Hockett in their books set out principles to be followed in true historical research. They both emphasize history is "recreation" not "creation" and research must try for nearness to truth in utilizing primary or original sources.

[10]P. H. Phenix, "Curriculum" in Contemporary Thought on Public School Curriculum, ed. E. C. Short and G. D. Marconnitt (Iowa: W. M. Brown Co., 1968), p. 9.

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CHAPTER II

HISTORICAL OVERVIEW

The review of relevant literature undertaken by the writer covers the history of early Canada, Canada West and Edmonton down to 1960. It soon became evident from the literature that the development of physical education in Eastern Canada was to be similar later in the West. Two major factors controlling early development were the religious influence and the British influence. A third major factor was the military authority which was present to some extent until 1939.

Phillips in his comprehensive history of Canada states that the primary aim of education under the French before 1763 was also the primary aim of the Roman Catholic Church, namely that of saving souls.[1] Consentino and Howell in their book A History of Physical Education in Canada noted that in 1763 at the start of British rule in the Maritimes education was under the guidance of Anglican missionaries. Little thought was given there to physical education other than dancing in private schools.[2] Although Consentino and Howell's book dealt only with how physical education developed as a program during school hours, the appendix did include examples of early curriculum.

The British influence in education was seen particularly in Upper Canada where private schools copied the English "Public

Schools" in providing a sound academic education with regular games days. Lindsay notes this in his in-depth look at sport in Canada from 1807 to 1867, stating that cricket was the first team sport to receive attention in schools.[3] Cox further suggests in his thesis covering Canadian Sport from 1868 to 1900 that "Berlin (Kitchener) High School was probably the first school in Canada to play association football [soccer] according to English Association rules."[4] Meanwhile in the West the coming of the North-West Mounted Police was a significant event in the sporting and social life of the small communities. Routledge submits that because of their heritage and background the North-West Mounted Police introduced such team sports as association football [soccer], rugby, baseball, cricket and polo.[5] In the view of the writer, these organized games would have encouraged emulation by the children.

During the "Sixties," the American Civil War produced a profound effect on the Canadian people. Britain pressed British North America to produce measures for its own defence. The reluctant Canadians decided that the introduction of military drill into schools was one answer to the problem. This is well developed by Gear in his "Factors Influencing the Development of Government Sponsored physical fitness programs in Canada from 1850 to 1972." He emphasized that Dr. Ryerson was a strong leader in this movement in Ontario.[6]

It was during the latter half of the nineteenth century when sports development was rapid that Egerton Ryerson became prominent in Ontario. A man of great educational vision, he travelled

extensively abroad to view the work of physical educators in Switzerland, Germany, Britain and the United States. Appointed Ontario's first superintendent of education in 1841, he made the "first official plea in Canada for physical education within the school system in 1846."[7] He introduced the then revolutionary concept that art, music, home economics and physical education should be part of the total education of the child. Later Ryerson published in his Journal of Education for Upper Canada gymnastic exercises and movements for the horizontal bar and wooden horse suitable for school programs.[8] Morrow emphasized the great impact Ryerson had on physical education development in Ontario and suggested that he was a dictator when a dictator was needed.[9]

At this time rural Canada had no need for organized physical education. There was ample scope for horse riding, hunting and fishing. This is well illustrated by Copp in his historical account of physical education in Ontario. The latter further adds that at harvest time coon hunting was also a popular pastime for youngsters.[10] Thus Munroe's statement that

> Organized physical education is a by-product of urbanization, the real demand for it coming about as a direct result of the loss of natural opportunity for outdoor physical activity in rural areas[11]

seems appropriate for the time.

Few regular physical education programs existed in Canada before 1900. The first attempt by a Canadian to write a manual on physical training methods was made by J. L. Hughes. His manual which was published in 1879 "comprised seventy-five percent military

drill."[12] Although some Ontario schools were offering gymnastics and military drill as early as 1864, it was not until 1889 that the Minister of Education for Ontario decreed "Drill, Gymnastics and Calisthenics shall be taught not less than one hour and a half per week in each division of forms I and II and not less than one hour per week in other forms."[13] Further developments in physical education curriculum in schools, normal schools and universities to the 1960's across Canada are developed in Physical Education in Canada.[14] The first serious general survey of sports and games in Canadian history was published by Howell and Howell in 1969. They analyzed the social history of the times in describing every conceivable native or imported sport played in the country.[15]

The years 1750 to 1880 in the Canadian West were exciting and colourful. Europeans were pushing westward in search of the beaver, rival trading companies were in conflict and missionaries were trying to convert the natives to Christianity. Several accounts of the period exist which capture this excitement. Kane in his journals gives several accounts of the feasting and dancing in the trading posts. Company employees, Indian wives, and their numerous children participated in such social functions with returning voyageurs.[16] The dancing was most probably the first organized physical activity in which the children of the West participated. J. McDougall, the missionary, wrote extensively of his experiences in the West. In his Saddle, Sled and Snowshoes he describes vividly an athletic competition between his voyageurs and local Indians. The events included jumping, throwing the stone and foot races.[17]

In Western Canada in the early nineteenth century formal education only came into being when the Hudson Bay Company relinquished its control of the North West Territories to Canada. Chalmers mentions in Schools of the Foothills Provinces that the birth of Western Canadian education could be attributed to J. Matheson who started a school in the Red River Forts in 1815.[18] The first government suggestion regarding curriculum came in 1823. It was recommended by the Council of Northern Development that children be taught "the ABC's and Catechism together with such further elementary instruction as time and circumstances permit."[19] The time was still not ripe for formal physical education.

Alberta's educational history is well-documented in several recent works. McGregor's definitive work The History of Alberta contains much factual, economic and social comment, particularly of the early years of the province.[20] Aylesworth was the first to collect together all of the High School courses of study produced by the Alberta Department of Education.[21] Walker in 1955 went into greater detail in providing a comprehensive study of secondary education in Alberta from 1889 to 1955. He traced the main developments in curriculum, student population and instructional staff of Provincial High Schools.[22] These developments were shown by Walker to be closely related to the social, political and economic development of the province. He noted the academic bias of the curriculum of the 1890's with teacher preparation being the dominant aim of the High School Program of Studies.[23]

Information regarding the small amount of physical education that took place in this period is only available in club minutes, annual reports and newspaper accounts. Goresky only touches on the informal exercises seen at Christmas parties in Fort Edmonton in his account of the beginning and growth of the Alberta school system.[24] This is further shown by Reid who gives us several instances of soccer and hockey being played informally by adults and children before the turn of the century. He concluded that soccer was the first team sport played in Alberta.[25] Blackburn makes only infrequent comments on physical activity by children in his 1974 thesis on sports development in Alberta.[26]

No research on physical education content in Alberta appears to have been undertaken until World War II. Eriksson's 1943 study pertained to rural Alberta and is peripheral to this writer's research.[27] However, Eriksson did suggest that Physical Education programs should be daily and teachers required additional training. McLachlin in 1948 was the first to study the physical education curriculum, facilities and administrative organization of the city high schools of the province. He found the program of studies was below an acceptable standard and city schools generally lacked suitable outdoor facilities. There was also a noticeable lack of trained physical education teachers.[28] Grierson in his 1955 work commented that the picture had not improved and there was still a lack of facilities.[29]

The familiar first school in early Canada was the one-room log cabin and Edmonton was no exception. Morton's A History of the

Canadian West to 1870-71 indicates that Edmonton was mentioned on 5 October 1795 when the first Fort Edmonton was built by William Thomson.[30] This sturdy 60-foot by 40-foot log building roofed, with sod, housed a staff of fifty men and their native families. It was within these walls that the first informal teaching began. The ever present religious influence is recognized by several historians. Lupul suggests that missionaries, providing they did not interfere with the everyday running of the trading post, were allowed to provide the rudiments of education with the Bible as the basic tool.[31] Ockley's thesis, "A History of Early Edmonton," mentions the Methodist missionary, Rev. R. Rundle, making Fort Edmonton his home in 1840 and teaching school twice a day in one of the buildings.[32] Schooling nevertheless was still not a regular occurrence. According to Chalmers's, Father Remas taught school in the Fort in 1859 after his chapel was built within the Fort walls.[33] Lupul again mentions that when Brother Scollen, a Father Lacombe protege, opened the first regular school for twenty pupils in the Fort in 1862, this was the first regular schooling for the children west of Manitoba.[34] The picture Hughes gives us of these children is certainly not one of conventional students:

> Many of them wore deer skin garments and leggings and carried lumps of pemmican or dried meat in their pockets as dainties. At the sound of the voyageur's songs or cheers in autumn, they flew like arrows from their bows out to the bank to welcome the brigade home. When gunshot signals arose from the southern bank, they rushed to see what strangers would return in the boat across from the Fort. They were wild as horses.[35]

Population growth was slow and by 1878 there were still only one hundred and forty-eight people in Edmonton. It was not until

1881 that Edmonton had sufficient homes to warrant the building of a separate school building.

Military influence was evident from the beginning of formal physical education in the cities of the province. Drill was carried on in Calgary's schools by military instructors as early as 1895 and continued for many years. After 1909 the Strathcona Trust provided financial support, initiated drill competitions and provided military instructors for both public and normal schools serving Edmonton and Calgary. This is well documented by both Steckle and Eckert in their research.[36] Morrow observes that in the East, also, the preservation and evolution of physical training programs in the Ontario public educational system was based on a strong military influence.[37]

It is clear from the literature that the factors dictating physical education development were similar in both Eastern and Western Canada. Attempts at a formal curriculum in Alberta were not made until there was urbanization. The Edmonton Public High Schools introduced physical education gradually, only expanding their programs as adequate facilities were provided.

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CHAPTER III

HIGH SCHOOL PHYSICAL EDUCATION
FROM ONE-ROOM SCHOOL TO COMPOSITE HIGH SCHOOL

Fort Edmonton to Provincial Capital
1880-1905

This period before the birth of the province was one in which several factors encouraged Edmonton's growth. The pushing west of the railway after the Riel rebellion, the arrival of European immigrants and the work of a small group of energetic businessmen hurried the urbanization process.

For more than a century after the coming of the white man to "Alberta," there had been slow population and settlement growth. Each developing mission or fort cultivated just a small patch of vegetables and barley. Edmonton House had upwards of thirty acres under cultivation for its 150 souls by 1875.[1] Still the lack of formal schooling for the "bairns running wild in the bluffs all day" worried a few concerned elders.[2]

These elders included Mathew McCauley who was to become the city's first mayor, William Rowland and Malcom Groat, the first trustees when Edmonton's first school was built. A subscription list was circulated among the residents and Edmonton's first lumber building was built. This building also served as the first school. A twenty-four foot by thirty foot room with a ten foot high ceiling, it was built in 1881 for $986.00.[3] Jack Harris, an American, was

hired as the first teacher with a salary of $500.00 per year.

Ernest Brown's photograph of the first class shows us fifty children ranging in age from six to sixteen.[4] Included among them were Metis students, the progeny of the intermarriage of Hudson Bay Company employees and local Indians.

In February of 1885 Edmonton Public School District No. 7 was legally constituted by the legislature council of the North West Territories in the capital city of Regina.[5] The oldest established school district in Alberta hired R. Secord as its first teacher with a salary of $800.00. An extra room to its first school was added in that year and a further room was added in 1891 for High School instruction. In 1894 the District built its first brick building, College Avenue School, which was to serve exclusively as a high school from the 25 June 1903.[6]

Secondary Level Education

According to Walker, it was difficult to determine exactly when the first classroom instruction at the secondary level was given in what we now classify as Alberta.[7] The first fully organized high school departments were established in Calgary in 1889. J. Short was appointed principal of a four-room school and organized the high school department.[8]

Calgary had grown rapidly because of its closeness to the railway. Here in Alberta the opening of the railway from Calgary to Strathcona led to a changing population trend for a time. Strathcona soon saw the need for a school. The residents of

Strathcona formed the South Edmonton School District No. 216 in 1891, with public education beginning in 1892.[9] In 1897 instruction was extended to Ontario Standard Six or grade ten at the Niblock Street School in Strathcona.[10]

The first provincial program of studies for High School was outlined for the Union High Schools as the North West Territories called them in 1889.[11] The revised program published in 1890 shows a large number of academic subjects but no mention was made of physical education. The program is included in Appendix A, Table 1.

In the early years, the curriculum corresponded exactly to the certificate requirements for the first, second and third class teacher's certificate.[12] There was a neglect of aesthetic elements in the Territorial High School Program. Music was never listed and art was strictly of the mechanical drawing variety.[13]

Dr. D. J. Goggin, the North West Territories' Superintendent of Schools, was the person mainly responsible for the change of emphasis in the 1902 High School program revision. Individual differences were recognized by a broadening of the curriculum and the introduction of optional and elective subjects. The subjects were almost all academic and no formal physical education was indicated.

Official Recognition of Physical Education

The first official recognition of physical education as a school subject was given in the School Ordinance of 1887, Section 83. In addition to setting out the numbers of subjects in a common school curriculum, the ordinance stated:

> Instruction shall be given during the entire school course in manners and morals and laws of health, and due attention shall be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind and to the ventilation and temperature of school rooms.[14]

A circular issued in March of 1890 reinforced this ordinance by stating that calisthenics was an essential subject and trustees should obtain the services of teachers competent to teach the subject.[15]

Formal work in physical education was first started in 1890 in Edmonton. The minutes of the Public School Board noted this when J. A. McDougall's motion was seconded by M. McCauley that "the teacher be instructed to teach calisthenics in conformity to the ordinance."[16] However, the School Board had recognized the value of physical activity previous to this, for in 1882 "a fence seven feet high was built around the school ground and the school board would not let the pupils play on the grounds out of school hours."[17] Certainly two years later North West Territories ordinance no. 5 mentions with the building of a school in a central location, a playground should be attached if expedient.[18] The town school had its first piece of sports equipment, a swing, hung in the school yard in 1884.[19]

Informal Physical Activities After School Hours

Although a formal program of studies did not materialize until 1907, there is considerable evidence of school children engaging in sports and games when the school day was finished. Soccer was probably the first European game to be introduced in Alberta

and in Edmonton. The Edmonton Bulletin carried accounts of the game being played in the winter season when the weather was fine and there was good moonlight.[20] A. M. Campbell, Principal of a three-room City School in 1892 (Edmonton's population having doubled to 700 in five years) was teaching boys to play football in their spare time. An Edmonton Bulletin report in December stated:

> The boys of this country are as a rule too precocious. They know too much and do too little. They can give you all the latest gossip and talk horse by the hour, and a great many smoke, chew and swear. Mr. Campbell, the new principal, is now teaching the boys to play football [soccer] in their spare time. This is a very good thing and it is strange it was not done before.
>
> Mr. Campbell, we believe, is a very capable teacher, being a first class football man himself. Of course, those who have been football players, know there is a good chance to get a "big big D" now and again which some way or another will come out, but Mr. Campbell being a player will know when it is necessary.
>
> All school boys ought to have a certain amount of exercise, and the best exercise is in school games such as football, cricket, etc. It strengthens them and gives them pluck; it keeps them out of mischief and makes men of them. Besides, when they know the rules of the various games and can play, they will be like other boys and play every opportunity they can, and when they grow up will be able to form clubs and continue sports and not let them fall through as is too often the case in Edmonton. A gymnasium is being started now, by the young men about town; yet there seems to be a lack of energy amongst them; perhaps it would be a good thing if boys were allowed to join the club too, at a reduced entrance fee, and in that way shown their elders a good example as well as develop their muscles.[21]

Soccer continued to grow in popularity and in 1893 the first District School soccer championship took place when Edmonton played South Edmonton. In 1903 a senior circuit for High Schools was added to the public school activities when the High School Club was organized to play in a league with Alberta College.[22]

The early British influence was seen in the Edmonton Bulletin accounts of police and soldiers playing the game of cricket. A game was played outside the walls of Fort Edmonton on the afternoon of 28 October 1881.[23] Inter-city rivalry between Edmonton and Calgary was developed through a series of cricket matches a year later in the fall of 1882. The youngsters were enthusiastic enough to start playing the game in the streets of Edmonton.[24]

The American game of baseball was the second game to be played on an organized basis in schools in Edmonton. Soldiers on guard in Edmonton during the second Riel rebellion had played the game regularly although the game never seemed as popular as in Calgary:

> The schools adopted the game in the spring of 1894 when a game was played between the Edmonton Public School and the Belmont Public School, the former being the winner.[25]

Curling started early as a sport among the youngsters of Edmonton, although not as a school sponsored activity at the High School level until much later. The Edmonton Bulletin described the excitement of those early carefree years on the river with "play is at night on the ice of the river near Ross' landing. A lantern for each too and their mother's smoothing iron and broom make up the outfit!"[26] Curling had the further distinction of being the first sports activity in which the ladies and girls of the west took part. A girls match took place in 1893. According to the Edmonton Bulletin report on Tuesday, 21 February 1893, a girls match was played between the rinks of Miss Robertson and Miss Lauder. Miss Robertson's rink won by a score of sixteen to six and were presented

with silver brooches as prizes.[27]

Ice hockey, also a popular winter activity, often vied with curling over the use of the best ice on the river. Following a successful adult hockey tournament in 1895 between Edmonton and South Edmonton, a junior club was formed. Organized school hockey was started 23 January 1895 with the newly formed junior club playing an Edmonton Public School team. Eckert mentions an all school game was played later in February to decide the first City School Championship.[28] Two years later, as a result of the Rev. H. A. Gray sponsoring a drive for funds, a cup was donated for local school competition.[29]

Accounts of lacrosse appear in the Edmonton Bulletin in 1882. One report suggests that the game was very spirited in spite of the poor conditions of the ground at the racetrack.[30] An organizational meeting to form a club was held in the Bulletin offices on Wednesday, 28 March 1883. Nobody under the age of sixteen was allowed to join.[31]

The Significance of Field Days

As the West was settled, public holidays began to take on more significance. Victoria Day and Dominion Day began to be celebrated as field days or days of feasting, fun and physical activities. Early field days were generally agricultural in nature but slowly horse riding was introduced. This was followed by foot races for adults and children. Often lacrosse and soccer games were played. The Edmonton Bulletin account of the Dominion Day

celebrations of 1883 mentions a one hundred yard race for boys aged eleven to fifteen years. There were four entries and W. Rowland was the winner.[32] That year a gymnastic competition including horizontal bars was an added attraction. A year later the Bulletin noted that the foot races for boys were well contested.[33]

In 1885 the military presence in the Edmonton area to subdue the Riel Rebellion made itself felt at the field days. A military committee ran the 1 July field day and provided a more varied program for the participants. Boys's events included foot races, potato races, three-legged races, standing broad jump and running hop, step and jump.[34] Nine years later with the military gone the Dominion Day celebrations in Edmonton included the mile race and pole vault in which boys were encouraged to take part. The Bulletin report for that day also included mention of a one hundred and twenty yard hurdle race for boys at Fort Saskatchewan which was won by A. Lamoureux.[35]

As Fort Edmonton grew to a hamlet, and then a town, permanent school buildings were erected and regular teachers employed. Expansion of formal education occurred as settlers moved in and businesses became established. The first North West Territories curricula were academic in nature. When Secondary departments to the elementary schools were opened, the curriculum content was geared towards preparing teachers for the lower grades. Calisthenics was decreed an essential subject in Edmonton schools in 1890, but by 1905 there were still no adequate gymnasium facilities. Students were very active out of school taking part in a

wide variety of sports. Spectator interest as well as participation in athletics, soccer and lacrosse were catered for by the field days which became very popular at the turn of the century.

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Edmonton: From City Status to Strathcona Union 1905-1912

In 1905 Edmonton was an exciting city. It had a population of over 8,000 people. Yet it was still a horse drawn city with streets of mud or dust depending on the weather.[1] By the Alberta Act of 1905 the Federal Government in Ottawa recognized Alberta as a new province on 1 September 1905.[2] It had become a bustling land although its boundaries had not been surveyed. Farming was the number one occupation with immigrants from Europe rapidly settling in the west.[3] The availability of cheap land, new varieties of wheat and railway development created a new prosperity. City expansion was swift in the province resulting in inflated land values by 1912.[4] Edmonton, a town of 2,626 in 1901, applied in that year to the North West Territories government for incorporation as a city.[5] By 1906 it had become accepted as the provincial capital. Its importance increased still further when the Canadian National Railway established a rail link between the city and Winnipeg.[6]

Physical Education Curriculum in City Schools

For several years there was no prescribed course in physical education in the high school program of studies. The American textbook, Bancrofts' School of Gymnastics, was recommended by the Provincial Department of Education as a teacher reference for the subject in 1906.[7] The High School Program of Studies as revised by Dr. D. J. Goggin and implemented in 1902 continued until 1912. However, there was no formal mention of physical education until the latter date.

In 1912 the Department of Education issued a program of studies for physical education which reflected the Strathcona Trust influence, the title being Physical Culture and Military Training.[8] The scope of this program included class tactics, marching, elementary drill, free gymnastics, kindergarten games, figure marching with dance steps, dumbbell drill, wand drill, Indian club drill, fire drill, stationary apparatus work, track and field athletic sports, basketball, hockey and other league sports, squad drill, skirmishing, rifle drill and target practice. Eckert hypothesized that as calisthenics and military type drill were easier from a discipline point of view, most teachers emphasized this part of the course in schools during this period.[9]

In this young province, an increasing awareness of the need for some kind of physical activity began to manifest itself. In the first annual report of the Department of Education for the new province, Inspector G. E. Ellis stated that in the Edmonton High Schools, "Work is well done and the curriculum is closely followed." However, students were asked in the first class examination on the British philosopher Herbert Spencer to account for the neglect of physical education and the over-emphasis of intellectual education.[10] The first reference to play as part of the educational program in Alberta is recorded in the minutes of the Calgary School Board. These stated in 1906 that

> an expenditure was made to purchase a set of Indian Clubs for girls classes, and later for the purchase and erection of basketball equipment.[11]

In Edmonton's High School at this time the departments of art and

physical culture came under one instructor. Inspector G. E. Ellis's second high schools report noted that "most of the teachers have singing in the schools and a good many are introducing calisthenics."[12] C. K. Flint was appointed the first supervisor of physical culture for the Edmonton Public School Board in 1907.[13] He was required to "work in seven public school centres and the high school."[14] Flint's influence was to be seen a year later in the success of the athletic sports which were held and in his organization of school cadets.

Cadet Training and Physical Education

By the beginning of the third decade of the twentieth century, military drill was regarded as a very important part of Canadian Physical Education. Indeed, according to Consentino and Howell, in the Maritimes it was physical education.[15] In Ontario Cadet Corps had taken a regular place in the physical training program in schools by 1865.[16] Manitoba had passed a regulation to provide "instruction in instrumental music as may be found necessary in connection with physical and military drill."[17] Calgary had introduced Cadet Training on a trial basis for high school boys in 1895 and Daniels suggests that it was the first organized physical training in Calgary schools.[18] A Sergeant Bayley of the North West Mounted Police gave four one-half hour periods of drill per week to boys in Calgary's Public Schools.[19] Edmonton had to wait until 1907 when high school enrolment was sufficient to include cadet work in the curriculum.

The popularity of military drill in schools was due to the establishment of the Strathcona Trust. This Trust had the dual purpose of encouraging both physical and military training right across Canada.[20] While Sir F. W. Borden was the originator of the idea, Lord Strathcona provided the money. The Trust was established initially in Nova Scotia in 1908. It became available nation wide a year later when Lord Strathcona set up a fund of $500,000 to be administered by the Department of Militia. The interest of $20,000 per year was distributed to those provinces who agreed to participate in the scheme.[21] Alberta, as part of the program, agreed to incorporate physical training in school grades above the primary level, form cadet corps and provide teacher training in education. West suggests that in spite of the shortcomings this program was providing trained physical education personnel.[22] For example, in 1910 a military man was appointed physical training and drill instructor in Calgary,[23] while in Edmonton, under the Strathcona agreement, students in the normal schools were instructed by Colour Sergeant Armitage.[24]

The Strathcona Trust and the School Program in Edmonton

In Edmonton, the ideals of the Strathcona Trust were implemented prior to the latter's establishment in 1908. An eight-year "physical culture" course was introduced into Edmonton schools in 1907. Planned by C. K. Flint, it included class tactics and elementary drill in the second year and military positions and movements in the third and fourth years. Work on fixed apparatus was also included:

> Cadet work is prominent in the last two years of the course. Rifle drill will be part of the indoor exercises and markmanship will be developed by both gallery and outside practice. The preparation for the annual sports will be part of the two months work in the fall. Fire drill is a steady feature of the general school exercises![25]

Three school cadet corps were formed in 1907 and a year later the local militia had supplied schools with rifles, bayonets and belts.[26] By 1909 when Battalion strength was reached, the Edmonton School Board recommended equipping the High School boys with a good class of serge uniform for their cadet work. A highlight of the year for the Board was the awarding of a prize to supervisor C. K. Flint by the Strathcona Trust for one of the best organized courses in physical culture and military training.[27] This course outline has been reproduced in full in Appendix A, Table 2.

New High School Buildings

In 1906 the building used for teaching High School students was deemed unsuitable for physical exercises but it was not until 1911 that Victoria High School was opened. Steps were taken in 1908 to draw up plans and a site was secured from the Hudson Bay Company.[28] As was common in other schools built at this time the exterior of the building was impressive.[29] This building, erected at a cost of $150,000, was designed so that both scholarship and physical development would occupy an important place in the life of the school.[30] The gymnasium was built in the centre of the basement:

> This room is 56' by 40' in surface dimensions and rises to a height of 18 feet. It is the first properly equipped gymnasium to be provided in a school in Edmonton. All the necessary apparatus for physical culture and recreation . . . will be

> procured for the equipment of this formally neglected but now increasingly recognized department of the education of modern youth. The gymnasium is laid out with a basketball court, and doors on either side lead to the dressing room for boys and girls and to the instructor's room. Each pupil is provided with a separate locker, and a lock and key. At one end of the gymnasium is a gallery of considerable dimensions.[31]

The school was built on a full block site which provided ample space for athletic grounds. The Board Chairman in 1911 reported that a quarter mile cinder track and tennis courts had been laid out. Basketball and football stands were erected also.[32]

Meanwhile, south of the river, South Edmonton had grown rapidly when it became the northern terminus of the Calgary and Edmonton railway. The South Edmonton School District No. 216 was formed in 1891 and the Niblock Street School which opened in 1894 catered to secondary students until 1906. The School Board changed its name to the Strathcona School District in honour of Lord Strathcona in 1899. As the school population increased, plans were laid in 1907 for a new high school. The new high school, called The Strathcona Collegiate Institute, was officially opened on 17 February 1909 by the Lieutenant Governor two years before Victoria High School on the north side.[33] According to a Bulletin report, this fine four-storey building contained a boys' and girls' gymnasium in the basement with provision also for a shower bath for the boys.[34]

Extra-Curricular Activities 1905-1912

Whilst the emphasis during school was on formal militaristic exercises, the student after school was involved in many sporting activities. By 1908 school leagues for basketball, baseball,

football and hockey were established.[35] The monthly report for November 1910 indicates that a grant of $10 was made to the High School Hockey team to defray expenses for rink accommodation.[36] At this time the High School team used to practice against the local professionals who included the Patrick brothers.

An early soccer rivalry sprang up between the Strathcona High School and the Victoria High and Separate Schools north of the river. Each school was allowed two teachers on its team. Innes indicates that the games were both popular and memorable.[37]

Basketball was also a very popular sport and, with few gymnasium facilities, was often played outdoors. Mitchelson suggests that the first high school basketball in Alberta was played at Raymond. In 1904 Raymond played Stirling in the province's first high school basketball game.[38] The game spread rapidly throughout the province and the first tournament involving Edmonton schools took place on 30 October 1908 in Edmonton.[39] The Public School Board working in conjunction with the Y.M.C.A. provided an inter-school league in 1908. A junior basketball league opened on the 24 November and operated through the winter months. The senior boys section comprised McKay Avenue School, Queens Avenue School, Alexander Taylor School and the Independents.[40] Until basketball was incorporated into the school program, city students wishing to pursue the game had to join the local Y.M.C.A.

Swimming was still very much an informal activity. During the summer South Cooking Lake or the North Saskatchewan River were the usual places youngsters used until the opening of the first

municipal pool in the city in 1923. Previously the Y.M.C.A. pool opened in the city in 1908 helped to ease the problem of lack of facilities.[41]

Teacher Training in the New Province

Teacher training came under the jurisdiction of the Province in 1906 and from the beginning a physical culture course was a required subject. The young teachers in training at the newly opened Calgary Normal School found that a "physical culture" course was taught by a Mr. J. C. Miller who also taught manual training, writing, hygiene and physiology.[42] By 1910 the gymnasium at the Normal School was adequately equipped. Special "physical training" courses which were taken after regular school hours, were introduced in 1911 through an agreement with the Strathcona Trust.[43] Supervised by Sergeant Instructor Armitage,

> classes were begun in the second session, and a full thirty hours' course was completed before Christmas . . . apart from its value as part of teacher training it is of distinct value to the students personally, and our only regret is that our floor space is not larger and better suited for marching and running exercises.[44]

During the first few years only men qualified as instructors.[45] The normal school was to operate these Strathcona sponsored courses with military instructors until the outbreak of World War II.

In 1906 bustling Edmonton had the distinction of becoming the provincial capital. Experiencing a boom, its citizens watched Strathcona south of the river also flourish as the terminus of the Calgary to Edmonton railway. The North West Territories curriculum broadened in scope in 1902 continued with no further changes until

1912. Edmonton Public School Board was fortunate to have in C. K. Flint a man who introduced an integrated physical education curriculum to the city schools several years before the Provincial physical education curriculum was published in 1912. The military influence in physical education in elementary school, high school and also normal school was present throughout the period. However, this influence was somewhat counterbalanced by the numerous extra-curricular sports activities organized by the high schools.

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World War I and the Roaring Twenties 1912-1930

1912 was probably the most momentous year in the history of the city of Edmonton. By the Edmonton-Stathcona Amalgamation Act of 1 February 1912, Edmonton annexed the City of Strathcona and thereby increased its population by sixty percent.[1] Strathcona was the prosperous and growing city south of the river. Besides brick-yards, Strathcona had packing plants, flour mills and a foundry among its assets.[2] Edmonton also reaped the benefit of Strathcona's new projects which included a general hospital, university buildings, and the high level bridge. Strathcona's new high school also came under Edmonton Public School District No. 7 and along with Victoria High School was to provide the only modern self-contained high school facilities in the city for more than three decades.

World War I and the twenties was a period of both prosperity and depression in Edmonton. As war started Edmontonians flocked to enlist, many men served overseas and the city population dropped from 72,516 in 1914 to 54,000 by 1919.[3] Record harvests in 1915, 1916 and 1917 brought short-lived prosperity. Inflated land values and overly ambitious civic projects were followed, according to the annual report of the Department of Education of the province, by temporary retrenchment in educational and other services.[4] This prosperity was further interrupted by the Spanish influenza epidemic which hit Edmonton in October 1918. Four hundred forty-five people died by the end of the year. In an attempt to contain the epidemic city schools were closed until the new year.[5] In the mid-twenties

a further boom was experienced with record wheat crops. An accelerated trend to more effective farming practices through more farm mechanization brought further prosperity to the people of Edmonton.[6]

There were three major social developments from 1918 to 1930 which affected secondary education in this period. Firstly, there was a rapid population increase in the province and Edmonton, like the other cities, reflected this. Edmonton's population in 1919 was 54,000 and by 1931 had grown to 79,197.[7]

Secondly, there was a growing demand for advanced education. The city schools copied the trend of the rural areas in this demand for advanced education. In 1912 the registration by grades in Edmonton showed a high school total of 405.[8] In 1919, 733 were enrolled in Edmonton Senior High Schools (including Junior High). The figure had grown to 1,548 by 1925 and to 2,527 by 1930.[9]

Thirdly, World War I brought an acceleration in social change. The mass appeal of the radio, motion pictures and automobiles altered people's leisure habits. A popular leisure pursuit was watching the Edmonton "Grads." This all girl basketball team won their first Canadian championship in 1923. They went unbeaten in exhibition play at both the Paris and Amsterdam Olympics.[10]

Evidently students were also affected by socio-economic changes. A. R. Smith was to remark in his high school report of 1926 that

> the attraction of the motor car, motion pictures and public places for social activities are removing the student from the disciplinary influence formally exerted by the home.[11]

Curriculum Developments 1912-1930

During the early years of the province the government of Alberta was content to allow the North West Territories' curriculum to remain in force. However, in 1910 a committee of professional educators was appointed to revise the high school program of the province. It suggested a vertical revision of the school organization. The previous three steps, namely standards six, seven and eight, were replaced by four steps named grades nine, ten, eleven and twelve.[12] The program of studies published in 1912 contained no official recognition of physical education as an obligatory or optional subject. There was still a heavy emphasis on the academic subjects. Nevertheless, C. K. Flint's annual report of 1908 had indicated that his physical culture program shown in Appendix A, Table 2 was being carried out satisfactorily in the Edmonton High Schools.[13] It included thirty-minute lessons in gymnasium work and military drill. The Edmonton Journal commented in 1913 that in the curriculum of broad ideas in use in city schools physical culture was given the same consideration as other subjects as a sound body meant a sound mind.[14]

In 1921 a new committee on high school education was appointed which attempted to achieve a more flexible programming approach by publishing two interim reports in addition to a final report.[15] Several alternative courses were offered and for the first time physical education became a compulsory subject. The number of rejections among Canadians because of physical disabilities in World War I was an important factor in the 1922 decision to

make physical education a compulsory subject in Alberta.[16] The committee reported comparative unanimity in the suggestion that physical education be given in every year of the secondary school course.[17] Physical education was already a required subject in all grades of Elementary Schools with trophies for competition being given from Strathcona Trust funds:[18]

> Unfortunately efforts to establish a broadly conceived program of physical education as an integral part of the secondary school curriculum met resistance.[19]

There was such a diversity of viewpoint regarding military features of the course that the controversial features such as cadet organization, rifle shooting and signalling were omitted. This gave a better balanced course with more time for corrective and developmental exercises.[20] J. A. Smith, the Edmonton High School Inspector, was able to report in 1923 that a

> systematic course in physical training has been organized by the committee and will be made compulsory for all students. This course . . . will be accepted as quite on par with intellectual exercises.[21]

Two years later when the final report of the secondary schools committee was presented the high school course in physical training had not been completed. Steps were taken to put the outline into final shape for use in opening of the fall term of 1926.[22] Two years later the department stated that a

> general course in Physical Education has been prepared and may be had on application to the Department. It will be available in typewritten form in September 1927. Approximately eighty minutes per week should be reserved for Physical Education throughout the four years.[23]

The Continuing Conflict: Military Drill Versus Physical Education

The insistence on military drill and tactics as part of physical education continued for a number of years. During World War I cadet training was a regular part of the high schools program all across Canada.[24] Even so, E. M. Cartwright was to publicly question the value of military training as physical education. "She argued that military personnel should not be teaching physical education."[25] In Calgary the Calgary School Board discontinued cadet training soon after Canada entered the war.[26] Edmonton schools had a full program of cadet training during the war. For example, cadets and girls under Major Flint gave an exhibition of physical drill and folk dancing as an Empire Day exercise in 1915.[27] The Superintendent in a report to the School Board in 1915 mentioned that the Victoria High School basement provided an excellent facility and a low danger level for rifle shooting. Strathcona's high school assembly hall, however, was deemed dangerous and the nearby post office basement was suggested as an alternative.[28]

At the end of the war teachers throughout the province began to doubt the value of the Strathcona Trust program. Calgary continued with its non-military program and also introduced swimming in its schools.[29] H. L. Humphrey, an Edmonton school principal, wrote in a 1920 article that:

> In the name of simple common sense let us urge our legislatures and school boards to get away from the idea that physical training of our boys is sufficiently satisfied by doses of technical military drill. Yet that is all it has meant for years past for the boys of our city schools from grade V upwards. . . . Theoretically, these boys are supposed to prepare a few of the excellent Strathcona physical exercises. Actually

> teachers find it all but impossible in the gross total of forty hours (!) in a whole year that can be spared for such work to do more than attempt to satisfy the technical military drill demanded by the Cadet Department.[30]

The High School Inspector for Edmonton, J. A. Smith, stated five years later that "no narrow policy of cadet training should be substituted for a broad band of fundamental health activities!"[31] Lethbridge School Board abolished cadet training in 1929 because "sixty percent of the training was physical and forty percent was considered military."[32]

Extra-Curricular Sports

High School accommodation was at a premium in the city during this period but there was still a thriving sports program. The provision of accommodation did not keep pace with the increasing secondary school population. Edmonton's situation was serious by 1930.

> By juggling the public school enrolment with some ingenuity and building a third floor for Eastwood School it was found possible to house autonomous high schools along with public schools at Eastwood, Westmount and McDougall.[33]

In spite of the handicaps of inadequate facilities, annual inspection reports compliment the staff on the capable direction of the physical education program, its thoroughness and the dominant place it had on the daily program.[34] In 1927 the old Garneau School building was opened up for high school purposes. In spite of its ancient and deplorable facilities, the Garneau High School became a hearty contender in all fields of sport.[35] McDougall School probably had the greatest claim to sports fame as the home of the

"Grads" basketball team. Started in 1914 by the "flip of a coin," the team coached by J. P. Page achieved instant success:

> Despite having only an outdoor cinder court to play on, the McDougall Commercial Girls won every game in their first year becoming holders of the Richardson trophy for supremacy among Edmonton School girls teams.[36]

Provincial champions a year later, on graduating the team kept together and for the next twenty-five years was to achieve a record of victories unmatched in any sport at any time in Canada. Page used the school teams as a perfect farm system for the successful "Grads." Undoubtedly the latter's success provided a stimulus for all city schools' sports programs.[37]

Meanwhile in boys' basketball what was believed to be the first provincial high school boys basketball league in Alberta was formed in 1921. The Edmonton Bulletin records that during the winter of 1921 the league included all normal schools and high schools.[38] Victoria High School became the first provincial league championship winners in 1921 by defeating Raymond Agricultural School by a score of 35 to 29.[39]

In 1919 when there were still only two City high schools, there was an intense rivalry between the Northside Victoria School and Strathcona on the Southside. The rivalry applied to all sporting activities.[40] In soccer there were many memorable battles and, according to Innes, "if the stories are to be believed the games were a terror to behold."[41] Rugby, as Canadian football was often called, was also played vigorously between the two teams. An account of the championship game of 1928 makes interesting reading as follows:

> Showing more all round ability and better knowledge of the game the Victoria Senior gridders crashed through the inexperienced Strathcona team on Saturday at Renfrew Park to win the championship of the High School Rugby League by a score of 20 to 1.[42]

The sports clothes worn by school athletes in this period were certainly not attractive or practical. Bryans mentions that "In the twenties girls wore voluminous bloomers to knees, middies and long black stockings."[43] A composite photograph of the 18th Annual High School Sports Meet trophy winners included action pictures of pole vaulting and the broad jump.[44] The sports clothing depicted must have handicapped performances of the male and female athletes.

Besides competitive extra-curricular activities, Victoria High School in 1928 claimed to have the most successful high school tennis club in Canada. The school then had seven fully equipped cinder tennis courts. On these courts 350 students or approximately fifty percent of the school enrolment played.[45]

In the twenties swimming was strictly a sport organized by outside agencies. The Edmonton Y.M.C.A., officially opened on 5 February 1908, soon had its own swimming pool. The focus of its concentrated swimming program was life-saving.[46] The first municipal pool, the south side pool, opened in 1923, while the East End and West End pools opened a year later. Thus Edmonton had suddenly become the best equipped swimming centre in Western Canada. A sudden surge in swimming resulted and the Edmonton Journal sponsored "Learn to Swim" classes on a regular basis in 1933 after initial attempts had been made in 1926.[47]

Teacher Preparation

From the beginning of normal schools in Alberta, teacher preparation was influenced by the military. In 1910 the Calgary Normal School reached an agreement with the Strathcona Trust to provide courses for teachers which included physical training. These courses included "marching" under the direction of Colour Sergeant Instructor Armitage.[48] The latter was also the instructor in 1913 for the first summer session physical education courses at the University of Alberta. Folk dancing was included in the summer session courses for 1915.

The military tradition in the Normal School was carried on in the twenties when Edmonton reopened its Normal School. Sergeant Instructor P. Sutherland was placed at the school's disposal by the Department of National Defence in 1928 for teaching physical education.[49] A year later he was to be followed by Sergeant Major W. Baker.[50] The students were given lectures, demonstrations and drill. They were also trained in conducting classes in corrective and health giving exercises.[51] A nostalgic picture of teacher education in the 1920's by W. J. Couisins describes the "physical training" as follows:

> We went through various exercises and games and as our instructors were army sergeants we were punished by the equivalent of army pack drills, i.e. jumping up and down flapping our arms 100 times or doing push-ups and other things I considered purile. The only thing of value to me was the house league basketball where I learned the game and enjoyed playing it for many years afterward. As few of the schools we went into had gymnasiums, we did not teach much physical training. Instead we played baseball or soccer in the summer.[52]

The first positive sign of non-military physical education was the awarding of a number of scholarships for the promotion of "physical training" efficiency among Alberta teachers. Under the auspices of the Alberta committee of the Strathcona Trust, teachers were able to take advanced courses in "physical training" at the University of Alberta summer sessions. No military content appeared on the course outline. It contained:

a) Practical work in the advanced tables of the authorized syllabus.
b) Organized play.
c) Lecture work, physiology, hygiene, demonstrations of teaching and discussions on the organization of field games and athletics.[53]

Throughout this period of provincial boom and slump, Edmonton Schools managed to maintain their educational standards. Physical education was finally recognized as a compulsory component of the high school course of studies. There were problems of overcrowding in many city schools. This did not seem to affect the enthusiasm shown in the extra-curricular program. High school students participated in many team sports. At the same time opposition to the military influence in the curriculum was growing. However, the formal format of the physical education lesson and the annual drill competitions still reflected the influence of the Strathcona Trust.

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[3]MacGregor, Edmonton: A History, p. 327. In this appendix is given a breakdown of population figures for the years 1878-1975.

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[5]MacGregor, Edmonton: A History, pp. 223-224.

[6]Ibid., p. 236.

[7]Ibid., p. 327.

[8]Edmonton Journal Anniversary Edition, 1913, p. 21.

[9]E.P.S.A.R., 1950, p. 45.

[10]MacGregor, Edmonton: A History, p. 239.

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[12]Aylesworth, "A History of the High School Courses of Study for Alberta," pp. 30-31.

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[32]A.T.A. Magazine, Vol. IX, No. 10, June 1929, p. 18.

[33]Edmonton Public Schools Bulletin, Jubilee Edition, Vol. 8, No. 3, June 1955, p. 8 (copy in City Archives).

[34]A.A.R., 1920, p. 21; 1921, p. 16; 1925, p. 21. All give positive accounts of the physical education program in Edmonton High Schools.

[35]Edmonton Public Schools Bulletin, Jubilee Edition, p. 8.

[36]Edmonton Grads Twenty Five Years of Basketball Championships 1915-1940, Commemorative Booklet, 1975, publisher unknown, p. 1.

[37]C. Hollingsworth, personal letter, 23 June 1978; J. P. Wagner, personal letter, 28 February 1978; M. Davidson, personal letter, 4 March 1978. These educators served in the Edmonton school system prior to World War II and the demise of the "Grads." All indicated that basketball received a big lift in the city schools from the "Grads" reputation.

[38]Edmonton Bulletin, 31 January 1922.

[39]Ibid., 11 March 1922.

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[50]Ibid., 1929, p. 27.

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[52]W. J. Couisins, "Oh, three hundred and fifty where are you now?" article in A.T.A. Magazine, Vol. 58, No. 3, March 1978, p. 26.

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Depression Years and High School Reorganization 1930-1939

The thirties in North America and Europe was a period of great economic depression, with massive unemployment and poverty. It began on 29 October 1929 when sixteen million shares were traded on the New York stock exchange.[1] By 1933 the government of Alberta was broke and thousands of people in the prairie cities and in southern Alberta were on relief. The horseless carriage, the ubiquitous Bennet buggy, made its debut and the United Farmers Party was ousted from power. In August of 1935 W. Aberhart, a Calgary High School teacher, became premier of the new social credit government which attempted to bolster the economy.

The world wide financial crisis struck home to Albertans by 1932. Trading tokens began to replace legal tender. In Edmonton, teachers were receiving all or part of their salary in city bonds which they sold for cash discounts of up to thirty percent to obtain groceries.[2] Cashman mentions that the Edmonton Catholic teachers, instead of taking a cut, gave a voluntary contribution to the cause of Catholic education.[3] Being dependent on agriculture Edmonton suffered. Out of a population of 79,197 people, 14,575 Edmontonians drew direct relief in 1931.[4] The movie industry alone seemed to boom as new technology was introduced. Consequently people all across Canada turned to another opiate, sport:

> During the Depression years participation in sports greatly increased. Many Canadians turned to sport to boost their morale during these dark years.[5]

The standard antidote for Edmontonians' worries, according to

McGregor, was still the "Grads" who continued their unbeaten way in both the 1932 and 1936 Olympic Games.[6] Children seemed to survive the Depression Years best of all.

> In winter a neighborhood lot was flooded or a pond scraped of snow and a thrice mended stick, a pair of Good Will tube skates and any old object for a puck and twenty boys could play all day. In summer a pair of black pants, a sweatshirt and running shoes lasted through summer holidays.[7]

The Building Freeze

Physical Education received a setback in the thirties in Edmonton when a school building freeze was implemented. At this time there was an increased demand for secondary education and greater emphasis was placed on the health and physical well-being of school children. Chief Inspector Gorman noted this in his annual report in 1931.[8] However, only two new schools were built during the thirties in the Edmonton Public School System. These schools were Cromdale and Westglen neither of which were high schools. A gymnasium was projected for 1935 at Eastwood to help the high school students closeted with the junior high students.[9] According to Rogers, this gymnasium annex was not built until 30 April 1936. She recalls the cramped facilities by the following vivid comment.

> Until that time both Physical Education and military drill were carried on in the lower hall of the school. The noise was terrific especially when the Cadets banged their rifles in unison on the terrazzo floor.[10]

The Edmonton Separate School Board built St. Joseph's High School for boys in 1930. An economy model building, it consisted of eight classrooms and a gymnasium with a concrete floor.[11]

In 1930 the high school housing problem had become acute and the board set up a committee to explore the situation and to make recommendations. The Wallace report recommended a $1 million expansion to include additions to three High Schools.[12] Unfortunately this did not take place. As Powell indicates the black day of Wall Street had come on the horizon and the taxpayers of Edmonton turned down by plebiscite the idea of a new composite high school on the Victoria site.[13] McKee, the Edmonton Public School Superintendent from 1923 to 1939, was to comment in 1935 that the delay in the high school building program was so serious that it would now be difficult to solve.[14]

The problem of high school accommodation was only partially solved in 1936 when the general committee on the high school program in that year gave official sanction to the adoption of the concept of the junior high school principle.[15] Grade nine students were removed from the high schools to form with the grade seven and eight students from the elementary schools the new intermediate schools. Physical education formed one of the six compulsory subjects in the new intermediate schools program of studies.[16]

The New High School Curriculum

Social and economic conditions in the Depression years provided a favourable climate for major changes in secondary curriculum across the prairies. A desire to bring about a new and better social order led to a study of the "enterprise" approach to social studies in Alberta.[17] A committee known as the General

Committee on the High School program carried out a major revision of the program of studies for the Provincial public school system. A series of meetings was begun in 1934 and finally completed in 1938 under the ministry of William Aberhart, Premier and Education Minister.[18] A new feature was the introduction of credits as a means of recording a pupil's progress. A five credit subject required one class period of instruction per day or one hundred and seventy-five minutes per week. Each year a student was expected to choose enough subjects to total thirty-four or thirty-five credits. A High School Diploma was awarded when a student totalled one hundred credits.[19]

A revolutionary change in the new curriculum was the introduction of a compulsory core program for every grade ten high school student. This core consisted of courses in English, Social Studies, Health and Physical Education. The committee recommended three periods of physical education a week in grade ten.[20] In 1938 the High School Program Committee approved a revised program for grade eleven. Physical education was not listed as a compulsory subject. In Group D of the General Program, Physical Education, a two credit course, was offered as an elective. A teacher did not have to be a specialist as was required for music and home economics. The program for grade twelve proposed no physical education in any group.[21] This was clearly illustrated in the High School Program of Studies for the Senior High School included in Appendix A, Table 3. The previous unit system in the 1926 Provincial High School Program of Studies had included physical education as a required

subject for each year of the course.[22] There was no external departmental examination for physical education in either the 1926 or 1938 program. The 1938 regulations of the Department of Education relating to the new program of studies suggested that of the three periods a week assigned to health and physical education one should be given to health and two to physical education. No outline for physical education was given:

> Teachers are expected to follow the same procedure as that outlined in the program of studies for the Intermediate School under Physical Education (p. 87) and to consult the reference books there mentioned.[23]

Boys and girls were to be trained in separate groups and formal exercises given only at the beginning and at the end of lessons. The main part of the period was to be devoted to two or more general activities. Consentino and Howell mention that the British "Green" Syllabus had been available in 1933 throughout the West for use in schools.[24] In Alberta, William Baker, a quartermaster sergeant in the Princess Patricia's Light Infantry, and physical training instructor at the provincial Normal School, attempted to improve on this text. He wrote a textbook entitled Physical Education for Schools and Colleges which was the authorized text for the intermediate school in 1937 and recommended for high school use.[25] Basically it followed the same approach as the British "1933" Syllabus with the addition of such games as baseball, softball, Canadian rugby [football], and basketball. Although the program followed in the high school was still formal in nature, the ideal to be looked for was "unceasing activity by all members of the class throughout the class period."[26]

The Military Influence in City Schools

Some two years before the advent of the new High School course of studies, Superintendent G. A. McKee announced there would be no more cadet training in city schools. In January 1933, he stated that:

> The regime of the formal exercises, where a large number of pupils perform a series of movements at the command of an instructor is making way for a more natural system of free play in which the pupils participate as actors, having a purpose in view and with wide opportunities of self direction and self expression.[27]

This more enlightened approach according to Eckert meant that the physical education program would now include folk dancing, wand drill, dumbbell exercises, gymnastics, club swinging, skating, track and field, marching, free standing exercises as well as team games.[28] Nevertheless, in 1933 Inspector H. E. Balfour had commented:

> Physical training was generally neglected even simple playground equipment is generally missing [sic].[29]

Two years later the joint High School report indicated that no place was found for "Physical Training" on the timetable except in a few of the large urban areas.[30] In 1938 the annual high school report mentioned that although gymnasium accommodation and equipment was still lacking, teachers were taking advantage of the summer session courses held at the University of Alberta Department of Education.[31] As war became imminent, A. S. Bird, appointed Edmonton Public School Physical Education Supervisor in 1938, had a reflective comment to make on the military influence in physical education. He suggested that:

> Cadet corps are looming on the horizon of secondary schools again. So long as the work is not labelled and considered adequate Physical Education it won't meet much opposition.[32]

Extra-Curricular Activities

Throughout the "hungry thirties" High School sports seemed to thrive in Alberta. Over seventy-five percent of Alberta high schools had a definite program of athletics.[33] Softball was number one in popularity because equipment needed was minimal, cheap and readily available. Softball was played extensively across Canada in the twenties and thirties especially by women and girls.[34] This sport was introduced by the Gyro Club in Edmonton in 1925 and soon swept into the schools, replacing baseball in popularity to become the number one participation sport.[35]

All city high schools joined in a full league program of activities including boys and girls basketball, football, boys hockey, fastball, soccer and track and field. Eastwood High School, under Principal A. J. Skitch, established an impressive record in the field of sport over a period of thirty-three years of his tenure. "In one year the school took five city championships: girls' fastball, girls' basketball, boys' fastball, boys' basketball and hockey." In all the school won 53 championships while Skitch was principal.[36]

Even so, the overall strength of the City High School League is shown by the championship table below for the years 1937-38:[37]

LEAGUE CHAMPIONS 1937-38

Group	Sport	Winners
Edmonton H. School Sr. Boys	Rugby Football	Victoria
Edmonton H. School Jr. Boys	Rugby Football	Separate High
Edmonton H. School Bantam Boys	Rugby Football	Technical
Edmonton H. School Sr. Boys	Hockey	Separate
Edmonton H. School Jr. Boys	Hockey	McDougall Comm.
Edmonton H. School Bantam Boys	Hockey	Strathcona
Edmonton H. School Sr. Boys	Basketball	Victoria
Edmonton H. School Sr. Girls	Basketball	McDougall Comm.
Edmonton H. School Jr. Girls	Basketball	McDougall Comm.
Edmonton H. School Sr. Boys	Soccer	McDougall Comm.
Edmonton H. School Sr. Boys	Baseball	Victoria

A list of the Edmonton High School League Champions for team sports during the Depression years is given in Appendix B, Table 2. The oldest sports trophy in Alberta is the Rutherford Inter-Collegiate Challenge Cup. Donated by the Hon. A. C. Rutherford in 1909 for association football competition in the High Schools of Central Alberta, it has been competed for annually ever since.[38] The complete list of winners engraved on the cup is shown in Appendix B, Table 1. This list shows again an even distribution of success among the City high schools.

Teacher Preparation in the Thirties

The military influence at Normal School and University summer sessions was to continue until the outbreak of World War II. Sergeant Major W. Baker was the regular Edmonton Normal School and summer schools instructor in this period, retiring in 1938 after thirteen years service. The annual report of that year states that "he had built up a sound system of training teachers for special certificate in Physical Education."[39] The Provincial Normal School

curriculum for the years 1928-1936 included one period per week of hygiene and physical training during each session. After completing forty hours in physical training, group games and lectures on the hygiene of exercise, a candidate was issued a Grade B certificate in physical education.[40]

At the beginning of the Depression teachers flocked to summer sessions at the University for upgrading to earn improved salary. In 1932 a course in physical training for high school teachers which met a long felt need was introduced. Seven completed the course that year.[41] Numbers increased yearly. In 1935 sixteen teachers completed the course and a year later the Normal School report was to comment that:

> The course in Physical Education given by Instructor Sergeant Major Baker continues to have outstanding merit. The enthusiasm of our students year by year must inevitably reflect itself in the physical development of their pupils.[42]

The Canadian Physical Education Association

Educators across Canada began to recognize the legitimate place of health education, physical education and recreation in the total curriculum in the early thirties. This was formally recognized in 1933 by the formation of the Canadian Physical Education Association. The first president was Dr. A. S. Lamb of McGill University. This association was to have a tremendous effect on physical education teaching in Alberta, and Edmonton in particular, in later years. One of the association's earliest "western" members was A. S. Bird of the Commercial High School in Regina and later Edmonton Public School Physical Education Supervisor. Bird became

a member of the Association Council in 1936.[43] The Bulletin was to record several instances of Bird's educational leadership over the next ten years.[44]

In summary, this decade in Edmonton was a disturbing one. The city had many overcrowded school buildings but the school board could not afford to build any new high schools. In spite of the trying times sport seemed to boom. In the high schools there was a very competitive league in several team sports. The military influence was still evident in teacher preparation. It lessened in the high school due to the abolition of the cadet program in the early thirties. However, physical education was relegated in importance again by only becoming part of the new core curriculum at the grade ten level. One of the few highlights of the period was the establishment of the C.P.E.A. which enabled the physical education profession to become national in character.

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[16]Alberta, Department of Education Program of Studies for the Intermediate School (Edmonton: King's Printer, 1941), pp. 9-10.

[17]M. R. Lupul, "Education in Western Canada," Comparative Education Review 11 (June 1967):152-154; R. S. Patterson, "Society and Education during the Wars and their Interludes, 1914-1945," Canadian Education: A History, ed. J. D. Wilson, R. M. Stamp and L. P. Audet (Scarborough: Prentice-Hall, 1970), p. 374. Both Lupul and Patterson suggest that Alberta turned to the United States for new ideas in education in the Depression Years.

[18]A.A.R., 1938, p. 16.

[19]Alberta, Program of Studies for the High School, Bulletin 1, Regulations of the Department of Education for the year ending June 30, 1940. Relating to Program of Studies, Recommendations for credit and Departmental Examinations in Third Year Subject (Edmonton: King's Printers, 1939), pp. 3 ff.

[20]A.A.R., 1937, p. 19.

[21]Ibid., 1938, p. 15.

[22]Alberta, Regulations of the Department of Education relating to Program of Studies and Annual Examinations for Secondary Schools for the Year ending June 30, 1927 (Edmonton: King's Printers, 1927), pp. 7-10.

[23]Alberta, Regulations of the Department of Education relating to Programs of Studies for High Schools (Edmonton: King's Printers, 1938), p. 61. See also Appendix A, Table 4.

[24]Consentino and Howell, History of Physical Education in Canada, p. 51.

[25]Alberta, Program of Studies for the Intermediate School Grades Seven, Eight, Nine (Edmonton: King's Printers, 1937), p. 87.

[26]Ibid.

[27]Edmonton Journal, 21 January 1933.

[28]Eckert, "The Development of Organized Recreation and Physical Education in Alberta," pp. 125-126.

[29]A.A.R., 1933, p. 40.

[30]Ibid., 1935, p. 42.

[31]Ibid., 1938, p. 47.

[32]A. S. Bird, "Editors Notes," Canadian Physical Education Association 6 (March 1939):3.

[33]J. F. Watkins, "Extra Curricular Activities in Alberta High Schools" (M.A. thesis, University of Alberta, 1938), pp. 41-48.

[34]Howell and Howell, Sport and Games in Canadian Life, p. 285.

[35]Eckert, "The Development of Organized Recreation and Physical Education in Alberta," p. 102.

[36]Rogers, History Made in Edmonton, p. 163.

[37]Extracted from Edmonton High Schools Sports Records from 1933 to 1938 in "black book" kept in Edmonton Public Schools Board offices, Department of Physical Education.

[38]Rogers, History Made in Edmonton, p. 163.

[39]A.A.R., 1938, p. 22.

[40]Mann, "Alberta Normal Schools," p. 136.

[41]A.A.R., 1932, pp. 17-18.

[42]Ibid., 1936, p. 35.

[43]C.P.E.A., Bulletin, Vol. 6, No. 2, December 1938, p. 6; Vol. 6, No. 4, March 1939, p. 3; Vol. 8, No. 2, December 1940, pp. 2-4; Vol. 8, No. 5, June 1941, p. 3.

World War II 1939-1945

During World War II Edmonton became a prosperous city again due to a combination of factors. First, Alberta's general prosperity increased in the war years. Agriculture continued to be the basic industry of the province with "substantial increase in both production and value."[1] The increased demand for farm production led to greater business in the city. Secondly, there was an increase in population. The population of the city in 1939 was 90,000 but "by 1941 in spite of the fact that many of its young men and women were overseas, its population had crept up to 93,817."[2] There was a great influx of service people including many Americans who came to Edmonton for the building of the Alaska Highway and the ferrying of war planes. Blatchford field was enlarged and a new satellite airfield was built at Namao.[3] There was an increased vibrancy to the city; entertainment and sport "boomed." In sport, service teams and commercially sponsored teams competed together in the city leagues as professional sport was discontinued during the war years. The Edmonton Journal reported a record attendance as 8,700 people watched a twin-bill of baseball on a warm Sunday afternoon at Renfrew Park in July of 1943.[4]

Nevertheless, education did not "boom." Secondary schools throughout the province continued to operate on a near depression basis.[5] Chalmers suggests that the Department of Education itself contributed to this decline by relaxing standards of entry to the teaching profession and shortening the period of teacher preparation.[6] This decline continued until 1945 when the University of

Alberta took over the function of the normal schools. One immediate effect of World War II was the reduced pupil enrolment in secondary schools across the province. In the city, high school enrolment dropped from 3,327 in 1938 to 2,624 by 1942.[7]

The New High School Curriculum in Health and Physical Education

The new health and physical education program of studies for the High Schools of the province was finally published in 1939. The program stated that health and physical education instruction was compulsory for all grade X high school students. This program of studies recommended that of the three periods a week allocated, two should be given to physical education and one to health.

> In some schools it will be necessary to vary this arrangement until a gymnasium or rented hall can be secured, by devoting all periods to Physical Education out of doors during suitable weather and to Health instruction in the classroom at other times.[8]

Edmonton Public School Board employees in this period, Wagner and Schurman,[9] both indicate that during the winter months in Edmonton, high school students had health lessons as a substitute for physical activity if indoor facilities were lacking. The new program also clearly stated that boys and girls were to receive their training and instruction in both sections of the course in segregated groups and from teachers of their own sex.[10] Prior to the war, classes were mixed only if the physical education lessons were held in the classroom in the aisles between the desks.[11]

The Physical Education curriculum for grade ten students consisted of two parts, Unit I and Unit II. Unit I consisted of

fundamental gymnastics, a compulsory subject, and approximately one half of each period, or week was devoted to it. The instructor was expected to build up a series of exercises from two British textbooks, either Recreation and Physical Fitness for Youths and Men or Recreation and Physical Fitness for Girls and Women. The series of exercises were to include all muscle groups in a variety of combinations. "The class should work on one set of exercises until a smooth rhythmical routine has been learned."[12]

Unit II consisted of selected activities including tumbling, light apparatus work and vaulting. Folk, tap and ballroom dancing were included for the girls. Boys' activities included tumbling, apparatus, pyramid building, mass boxing and training for track and field. Both groups included a section on team games. Instructors were required also to devise their own method of directing and evaluating:

(a) out of school participation and improvement of performance in at least one summer and one winter sport.

(b) personal growth in physical activities. "Teachers were encouraged to form clubs for promoting different types of outdoor recreation."[13]

Physical Education Two was a general elective course for the second year of the High School Program (grade eleven). The course was a continuation of the work done in Physical Education One with the addition of a coaching unit. However, before implementing the program, schools had to meet the following requirements:

1. Regular use for two periods per week throughout the year of a gymnasium equipped with piano, mats and other suitable equipment.

2. Separate instructors for boys' and girls' classes.

3. Timetable provision separate from that for Physical Education One.

4. Instructors possessing some special training and ability in Physical Education.[14]

The program further stated that fundamental gymnastics still had a place and the coaching course could not take up more than half of the entire course. Its purpose was to train leaders capable of playing, coaching, refereeing, training and managing teams. The full program outline of Physical Education One and Two is given in Appendix A, Table 5.

Study groups of teachers in both Edmonton and Calgary met in 1940 to suggest changes in the physical education program. The Edmonton group met in the Legislative Chambers on Saturday, 23 November and recommended that physical education be held a minimum of one period a day or five periods a week for both Intermediate and Secondary Schools.[15] The Calgary group recommended the discontinuance of Barker's handbook as a textbook. This book had been in use since the 1920's.[16] A new textbook for the Elementary and Intermediate Grades by Kirkpatrick and Griffiths called Physical Fitness was introduced in 1944 by the Edmonton Public School Board.[17] This was later included in the revised high school program of studies published in 1946.

During the war years swimming was never a regular feature of the high school program. In the summer months students were sometimes taken to nearby municipal outdoor pools. This was dependent on staff availability and interest.[18]

Inter-School and Intramural Program

In spite of wartime difficulties the city high schools carried out a full program of inter-school sports and there were thriving house leagues. The first annual inter-high school badminton tournament was started in 1942 with Westglen the hosting school. Sixty-three competitors took part in the competition. Two years later each school had to bring their own shuttlecocks because of a city wide shortage. By then the entries had climbed to 108.[19] During the years 1943 through to 1945 a three-tier hockey league existed. The school board provided thirteen hours of free rink time per week for school children for skating and hockey.[20]

Boxing, wrestling and softball were very popular sports during the war years. A two-night competition in boxing and wrestling in 1943 had over fifty competitors taking part. One year later on the nights of the 12, 13 and 14 of April, ninety-six boxers and fifty wrestlers from City high schools took part in competitions held at Westglen Auditorium. The annual report of that year stated that the foregoing activity was now the outstanding athletic event of the year.[21] An inter-school softball league for girls was reintroduced in 1944 with Victoria High School becoming the eventual winner. A year later both a boys' and girls' high school league operated.

During this period track and field and rugby did not occupy as prominent a place in school athletics as they were to later. Although the city intermediate schools held track and field championships, the high schools preferred to hold their own field days.

Both Westglen and Garneau experimented with tabloid meets in 1945.[22] High school rugby was still the six man version because of the expense of providing equipment for the twelve man game. St. Josephs' Separate High School also played in the high school league with some success.

Basketball provided the most interesting organization. The boys had a competitive school league. 1945 was a particularly successful season with the senior division winners Victoria High School and junior section winners Westglen both becoming provincial champions at the "A" and "B" levels.[23] The girls high school basketball was organized differently. The Physical education teachers decided that play in the girls' league should be entirely on a friendly, social basis. No cups or shields were awarded.[24] The season always ended with a basketball social consisting of a round robin tournament, a basketball shooting contest, a basketball shooting drill, refreshments and a sing song.[25]

Indoor physical education facilities were at a premium during the war years. The 1944 annual report mentioned that Victoria High School was the only high school with a separate gymnasium. The other schools used their gymnasia also as assembly halls. Consequently, intramural and inter-school games were curtailed because the gymnasia were unavailable for practice periods.[26]

Physical education supplies were often difficult to obtain during the war. Government restrictions and labour shortage affected the manufacturing of sporting goods and athletic equipment. Except for softballs, supplies were limited during 1944 and

1945. The city Physical Education Supervisor was able in 1945 to obtain some equipment from the "War Assets Corporation, the U.S. Army, and the Canadian Armed Forces."[27]

New High School Facilities and Plans for the Future

The first new high school to be constructed since 1910 was completed during the first year of World War II. Officially opened on 29 November 1940, the new Westglen High School was composed of twelve classrooms, science laboratory, library and a gymnasium. The gymnasium was also used as an auditorium. It was ninety feet long and fifty-six feet wide.[28]

Although the overall city high school pupil enrolment declined from 3,300 in 1939 to 2,493 by 1943, the board felt that there would be a dramatic increase again after the war ended.[29] Indeed by 1945 the shortage of high school accommodation became acute on the northside of the river particularly at Victoria High School. Here the auditorium was transformed into a study hall with 100 students assembling there each period for study under teacher supervision.[30] The City School Board, aware of the problem during the war years, sent Mr. R. S. Sheppard, Superintendent of Schools, to tour several Canadian and American cities to study various education systems. In his report back to the Board, Sheppard recommended a composite high school with accommodation for at least 1,500 pupils. He suggested there be two gymnasia, one for boys and one for girls. The minimum floor space for a gymnasium should be 76 feet by 51 feet.[31] The 1945 annual report concluded that the

plans for the new Composite High School were well under way. The first unit of the school was to be erected in 1946 with the building to be completed three or four years later.[32]

The Revival of the School Cadet Movement

After flourishing during World War I and being dropped in the 1930's cadets were revived in 1942. They were given renewed impetus by the Education Department granting high school credits for cadet membership and by the introduction of the new popular air cadets.[33] The Canadian Physical Education Association stated in 1943 that:

> Protestant Schools made air cadets a compulsory part of the curriculum for two upper grades of the High School. Physical Education work to be military tactics or commando like activity.[34]

In Edmonton, shortly after the war commenced, five cadet corps were organized in the City schools but "as the instruction and drilling was given after four the movement was not very popular and the number of corps decreased."[35] Victoria High School Shooting team, the only High School Cadet unit, won the Strathcona Trust competition in June of 1943. Later in the fall of that year units were formed at Eastwood, Strathcona and Westglen High Schools.[36] Eastwood High School Cadet Corps, winners of the Strathcona Trust trophy in 1945, held their parades regularly after school on Tuesdays and Thursdays as an extra curricular activity.[37] During the war years cadet training did not now supplant the regular physical education program.[38]

The Normal School in Wartime

The most significant outcome at the province's normal schools during the war years was the change in philosophy. In 1940 a conference of normal school instructors recommended to the Department of Education that it discontinue its association with the Strathcona Trust for purposes of instruction in physical education.[39] When this was implemented, no further military instructors were appointed to replace those recalled to the colours in 1939. Thus the appointment of J. B. Kirkpatrick as physical education instructor at Edmonton Normal School broke new ground.

> He was the first Normal School Instructor in Physical Education whose professional qualifications included training as a teacher and graduate work in Education as well as special training in Physical Education and who is accordingly a fully recognized member of the Staff.[40]

Another civilian, T. G. Finn, was appointed to the Calgary Normal School Staff. In Edmonton there was a full range of physical education activities at the normal school during the war years. According to A. W. Eriksson, classes were mixed although there were few men until the servicemen returned from the war.[41] In the evenings there was a full range of club activities included for the students. The type of activity depended on the students' interest and enrolment.[42]

External Influences on Physical Education in the City Schools

During the war years the Canadian Physical Education Association continued to publish its Bulletin at irregular intervals. From its inception in 1933 educators from Eastern Canada

dominated its executive but the Bulletin carried accounts of activities from British Columbia and Saskatchewan, but seldom from Alberta until 1940. In 1943 the Bulletin reported that Edmonton had organized a local branch of the association. A. S. Bird, then in the Royal Canadian Air Force, was elected as honorary president, A. W. Eriksson was elected as president and Miss M. Davidson, an Edmonton Public Schools Physical Training Supervisor, was elected as secretary.[43]

A further boost to Canadian physical education was "when the Dominion Government, being satisfied that the greatest asset of any country is the health and physical welfare of its citizens, proclaimed the National Physical Fitness Act."[44] Under this act the Federal Government made available to the provinces on a per capita basis an amount not exceeding $232,000 annually for the promotion of physical fitness and recreation programs.[45] Alberta was the first province to take up the federal offer. The Health and Recreation branch of the Department of Education "decided to confine its activities to pepple who are no longer in school since the schools have a satisfactory program and the teachers are carrying it out as part of their routine duties."[46] Nevertheless, this external recreational support for teenagers and young adults must have created some stability in the lives of the young people of the city.

During World War II Edmonton prospered as a city through a thriving agricultural economy and military contracts. Education suffered through declining entry standards to the teaching profession

and a reluctance to upgrade school facilities. The implementation of the new physical education curriculum in the city high schools was difficult with inadequate staffing and facilities. In spite of such problems inter-school sporting activities continued to thrive as in the depression years. The Normal School became aware of a need for a more enlightened program through Kirkpatrick's leadership. Similarly the Public School Board began preparing building plans for the anticipated school population increase in the early post war years.

REFERENCES

[1]Walker, "Secondary Education in Alberta," p. 188.

[2]McGregor, Edmonton: A History, p. 262.

[3]Ibid., p. 265.

[4]Edmonton Journal, 5 July 1943.

[5]Walker, "Secondary Education in Alberta," p. 187.

[6]Chalmers, Schools of the Foothills Province, p. 425.

[7]E.P.S.A.R., 1942, p. 5.

[8]Alberta, Program of Studies for the High School Department of Education, Bulletin No. 4 (Edmonton: King's Printer, 1939), p. 3.

[9]Private correspondence from J. P. Wagner (City High School teacher 1929-1942) dated 28 February, 1978 and G. R. Schurman (City High School teacher 1940-1972) dated 9 March 1978 both suggest that health lessons were taken in lieu of physical activity in inclement weather.

[10]Alberta, Program of Studies for the High School Department of Education, Bulletin No. 4, p. 3.

[11]Private correspondence from C. Hollingsworth (City High School teacher, 1923-1926) dated 23 January 1978.

[12]Alberta, Program of Studies for the High School, Bulletin No. 4, p. 17.

[13]Ibid., p. 16. Several suggestions are given here for types of activity to be encouraged.

[14]Ibid., p. 19.

[15]A.A.R., 1940, p. 20.

[16]Ibid., p. 21.

[17]E.P.S.A.R., 1940, p. 26. The book Physical Fitness was to be used in both Saskatchewan and Alberta. J. B. Kirkpatrick, one of the authors, was Physical Education Instructor at Edmonton Normal School and E. W. Griffiths was the Physical Education Director at the University of Saskatchewan.

[18]Private correspondence from Wagner and Schurman (see reference 9) comment on the school wartime swimming program.

[19]E.P.S.A.R., 1944, p. 23.

[20]Ibid., 1945, p. 28.

[21]Ibid., 1944, p. 26.

[22]Ibid., 1945, p. 25.

[23]Ibid., p. 27.

[24]Ibid., 1944, pp. 22-23.

[25]E.P.S.A.R., for 1943, 1944 and 1945 all give detailed accounts of the girls "fun style" basketball tournaments.

[26]Ibid., 1944, p. 23.

[27]Ibid., 1945, p. 29.

[28]Ibid., 1940, p. 7.

[29]Ibid., 1943, p. 6.

[30]Ibid., 1945, p. 8.

[31]Report by Superintendent R. S. Sheppard to Edmonton Public School Board dated 21 October 1943, pp. 1-6 gave a comprehensive report showing the advantages of building a large composite high school (copy in City Archives).

[32]E.P.S.A.R., 1945, p. 9.

[33]Chalmers, Schools of the Foothills Province, p. 117.

[34]C.P.E.A., Bulletin, Vol. 10, No. 3, March 1943, p. 1.

[35]E.P.S.A.R., 1942, p. 15.

[36]Ibid., p. 16.

[37]Eastwood High School Grad Gazette, 1946, p. 33.

[38]C.P.E.A., Bulletin, Vol. 8, No. 2, December 1940, p. 2. A. S. Bird reported that six of Edmonton's seven schools had corps with the instructors receiving a dollar per cadet. However, in private correspondence both Warner and Neilson stated that cadet work was separate from the physical education program.

[39]A.A.R., 1940, p. 28.

[40]Ibid., p. 31.

[41]Private correspondence dated 10 March 1978 from A. W. Eriksson. An Elementary Physical Education instructor at the Edmonton Normal School during the war years, he "worked full time from morning until night and worked with teams in the evenings."

[42]Mann, "Alberta Normal Schools," p. 278.

[43]C.P.E.A., Bulletin, Vol. II, No. 1, November 1943, p. 1.

[44]McLachlin, "A Survey of the Physical Education Curriculum in Alberta," p. 8.

[45]Canada, Dominion Bureau of Statistics 1952 (Ottawa: Department of Trade and Commerce, 1952), p. 96.

[46]Eckert, "The Development of Organized Recreation and Physical Education in Alberta," p. 139.

Post War Boom and High School Expansion 1945-1960

At the end of World War II agriculture was still the basic industry of the province but mining and construction were beginning to make a large contribution to Alberta's prosperity.[1] The discovery of oil at Leduc No. 1 oil well on 13 February 1947 signalled the beginning of a new and greater oil boom.[2] Now the government began to receive a greatly increased income from oil royalties. By 1956 the oil industry had moved ahead of agriculture as the leading industry in Alberta.[3] During the period 1951 to 1961 the population of Alberta increased by fifty percent. A dramatic shift in population from rural to urban areas began. Both Edmonton and Calgary expanded by over ninety percent which was the highest urban growth rate in Canada.[4] This resulted in a boom in construction of houses, office buildings, factories and schools in the city. Over a ten-year period from 1945 to 1955 twenty-eight new schools were erected in Edmonton.[5]

During this decade the social fabric of Edmonton was changed. New shopping centres opened. Theatre, ballet and opera flourished. CFRN Television opened in 1954 and C.B.C. Television followed in 1958.[6] This television age brought an era of spectator sports:

> Professional hockey and football became more widely established in Canada as television brought the excitement of these games right into the living room.[7]

Crowds packed into Clarke Stadium to see the revived Edmonton Eskimos. They repaid such enthusiasm with triple Grey Cup victories in 1954, 1955 and 1956.

In brief, the post war years saw Edmonton grow and expand very rapidly in terms of population, building and industry. The City Public School System faced a monumental task. It implemented a vast building program for both Elementary, Junior High and High Schools. It had to face the challenges of overcrowding, staff shortages and implementation of new curricula.

Post War High School Curriculum Changes

In 1945 the Department of Education appointed new curriculum committees and adopted a principle of continuous revision of the school program. Four standing committees were appointed including a General Curriculum Committee and a High School Curriculum Committee.[8] Walker suggests that from 1945 to 1951 the High School Curriculum Committee made only minor changes in the official program of studies.[9] In regard to physical education, the High School Program of Studies, Bulletin Three, published in 1946, prescribed courses in Physical Education One and Two and Health One and Two. These are shown in full in Appendix A, Table 6.

Compared to the "new" curriculum of 1939, Bulletin Three had three significant changes as follows:

1. The Introduction emphasized the importance of integrating health education with physical education and offered suggestions for teaching physical education. One of these, item II, suggested that marching had much to commend it as an activity with best results being obtained when drill was frequent.

2. The course outline for Physical Education One, Unit One, fundamental gymnastics, a compulsory activity was now reduced to

one-third of the time instead of one-half.

3. Mixed social dancing was introduced as part of the dance section in Unit Two.[10]

The Senior High School Handbooks published from 1950 to 1956 all referred to Bulletin Three as the Physical Education outline to follow. In the fall of 1948, according to McLachlin, M. L. Van Vliet, the newly appointed Director of the Department of Physical Education at the University of Alberta, became chairman of a sub-committee of the General Curriculum Committee. This sub-committee's task was to revise both the Elementary, Junior and Senior High School Physical Education programs.[11] An interim edition of a curriculum guide for Junior and Senior High School Physical Education was published in June 1957 by the Department of Education.[12] In its introduction the guide pointed out that proper use of leisure time was one of the problems of the future. Van Vliet recommended that in the schools "a good inter-school program should be provided as an outlet for those with superior talent."[13]

Physical education was still an elective in Grade XI and teachers and administrators were urged, as facilities and equipment and staff improved, to include physical education as an elective in Grade XI. The number of students in Edmonton High Schools taking Physical Education Twenty were revealing. In 1957, Physical Education Ten, a compulsory subject, was taken by 1,322 students and Physical Education Twenty, an elective, by 242 students or 10.7% of the Grade Ten students of the previous year.[14] In 1959, the figures increased to 2,480 students taking Physical Education Ten and 495

students (10.9% of previous years grade ten) taking Physical Education Twenty.[15]

Edmonton teachers were not happy with the new curriculum guide. They thought there was a need for some practical suggestions and information more applicable to the objectives and conditions of the program in the city. Subsequently, a committee of physical education teachers met in 1957 to prepare a supplementary manual to meet this need. "It contained many teaching outlines in each phase of the program which teachers are finding helpful."[16] The authorized provincial text by Van Vliet replaced the Kirkpatrick and Griffiths text published in 1943.[17] This text remained in use until the sixties when a new program of studies introduced a more flexible approach to the subject.[18]

Transformation from High School to Composite High School

The trend in Alberta was to centralize its schools. Reasons for this movement were partly economy and partly to serve the needs of the new curricula. Consequently, junior high schools were established and the idea of one large composite high school to serve all the needs of the child gained popularity. This idea was not new to Edmonton; Superintendent G. A. McKee prepared a brief on the need for a composite high school as early as 1929.[19] In Calgary, the Western Canada Composite High School was established in 1935. There the trustees provided an enlightened program including physical education, music, art, drama, student assemblies and guidance.[20] This school was the first of its kind in Western

Canada and included a large gymnasium auditorium built at a cost of $33,000.[21] Red Deer followed in 1947 when its Lindsay Thurber Composite High School opened. This was the first school in the province to cater to both urban and rural students.[22]

In Edmonton with Westglen which opened in 1940 being the only new high school built in the city since 1910, serious school over-crowding had existed for many years. During the war years Superintendent Sheppard put forward plans for the composite high school concept as being the only solution to the accommodation problem which was educationally acceptable. Although building plans were ready at war's end, shortages of building supplies, particularly steel, made construction slow.[23] Thus the new Victoria Composite High School was not officially opened until February 1951. The first unit of this new school was opened in September 1949 when the McDougall Commercial High School was amalgamated with the Victoria High School.[24] Costing over $3 million, when fully operational in 1950, Victoria Composite High School was described by Superintendent Sheppard as the finest in Canada.[25] In operation from 8:30 a.m. to 10:00 p.m., the school became the centre for recreation and entertainment:

> When the large gymnasium and the auditorium, with a seating capacity of 758, are in operation in the evening, 2,000 to 3,000 Edmonton citizens are busy studying, being entertained or joining in recreational activities.[26]

The indoor swimming pool built on the school site was "L" shaped with the main pool being 75 feet by 28 feet with a special diving section 25 feet by 60 feet. Four more new composite high schools

were to open before 1960. All were lavishly equipped with each having large gymnasia.

In March 1954, Eastglen students moved into their new school when less than half of the classrooms had been completed.[27] Officially opened by Premier Manning in November, the school cost over $2 million and was designed to meet the requirements of 1,000 students.

> The gymnasium is provided with folding doors so that two classes in Physical Education can be conducted simultaneously. Bleachers provide seating for 300 persons with collapsible grandstands permitting another 300 to view sporting events.[28]

The school design allowed for further expansion including a swimming pool.

Strathcona Composite was officially opened by Hon. A. O. Aalborg, Minister of Education, on 26 January 1956. Construction had taken two years and upon completion a new twelve room addition to the school was still required. Costing more than Victoria Composite and designed in the shape of a large "E," Strathcona had excellent shop and home economics facilities.

> The gymnasium and auditorium which occupy almost the entire west wing of the building differ from those in the cities' other two composite high schools. The architects combined the large auditorium with the gymnasium, and added a smaller gym for the girls.
>
> The stage is separated from the rest of the room by huge electrically operated bi-parting doors, which may be closed to protect the stage and settings from damage when sports or athletic events are taking place on the gym floor. The seating capacity in the combined room is 1,500.[29]

Since the school board had decided it could not finance construction of a swimming pool at Strathcona, city council at Mayor Hawrelak's

urging, opted to pay entirely for a new pool with the school board providing an annual sum for its upkeep.[30] The pool was officially opened by Mayor Hawrelak in March of 1958, it cost $300,000 and was to be used by students until 6 p.m. and then turned over to the general public during the evening. At the official opening, J. H. Thorogood, Chairman of the Edmonton Public School Board, stated publicly that "the pool is indispensable for the proper physical education program."[31]

Ross Sheppard Composite High School was officially opened on 22 October 1958 by the man after whom it was named, R. S. Sheppard, retired Edmonton Public School Superintendent.[32] The school was the start of a community school concept. Hockey rink, swimming pool and playing fields were constructed later on a fifty-fifty school board, city cost sharing arrangement.[33] The school itself contained two gymnasia. The larger gym included three badminton courts and two full-size basketball courts, while the smaller one included three badminton courts and one basketball court. As many as 140 students were able to receive instruction at one time.[34]

Bonnie Doon Composite High School also opened its doors to students in September of 1958. Its gymnasium had as a special attraction an electric scoreboard and pull-out bleachers which could seat 900. The urgency of such new buildings was well-illustrated by the following Edmonton Journal report.

> Bonnie Doon, Edmonton's newest senior high school, houses more than 1,500 students, 200 of these being Junior High students . . . boasting a total of 28 High School rooms, it is the

largest school in Edmonton to be so fully completed before the actual opening date.[35]

Another new composite high school, Queen Elizabeth, opened in September of 1960 on a 25.01 acre site with 35 classrooms and 2 gymnasia to complete the fifties high school building program.[36]

In just a few years the city high school population had grown from 2,696 in 1945 to 6,581 by October of 1959.[37] These students were housed in new large schools catering to an entire community offering matriculation, business education, shop and home economics and general programs all under one roof. Athletic activities, clubs, student government and musical and dramatic events gave a broad outlet to the talents and expanding interests of the students.

Inter-School Activities 1945-1960

During this period inter-school competitions thrived. Some sports gained in popularity, others waned but as school populations increased and new schools were built, organization and administration became more complex. To tackle this problem R. H. Routledge was appointed coordinator of extra-curricular sports in 1954.[38] As early as 1946 teachers were discussing the number of inter-school games played and suggesting an alternative for increasing the number of participants.[39] By 1951 the city high schools athletic board had passed a motion restricting the number of football practices during the season.[40] In 1946 inter-school activities comprised girls and boys basketball, ice hockey, rugby, soccer, boxing, wrestling, tennis, badminton, girls' fastball and track and field.[41] In

1959, R. Routledge reported to the Edmonton Public School Board that the city High Schools Athletic Association was sponsoring the following sports for the 1959-60 season:

- Boys--Rugby, Football, Basketball, Curling, Volleyball
- Girls--Basketball, Volleyball
- Co-ed--Badminton, Swimming, Track and Field.[42]

Rugby had always been a popular game in the schools. In 1946 nineteen six-man teams operated in three separate leagues with approximately two hundred and eighty-five boys taking part.[43] Strathcona was the last six-man team City High School champion in 1947. Twelve-man rugby under floodlights was introduced a year later.

> Approximately $1771.00 net was raised which is within $200.00 of paying for the cost of the equipment. Fifty dollars, plus 10% commission on season ticket sales, was returned to the schools to assist them with buying sweaters and for transportation costs. St. Joseph's High School was the winner in both the Junior and Senior leagues.[44]

By 1949 rugby had become the largest single sport in the school system. There was close cooperation with the "Junior City and Eskimo leagues [sic]."[45] Professional football supported the sport indirectly through donating used equipment.[46] Three high school coaches played for the Eskimos in 1958.[47] An innovation tried for one year in 1953 was "4 downs" in an effort to create more scoring opportunities.[48]

Soccer has been played continuously in city schools since 1909. The Rutherford Cup was competed for annually but by the early fifties was usually between two schools, Victoria and Eastwood.

A recommendation that the Edmonton High Schools Athletic Association encourage a spring activity was noted in 1953 when J. W. Allan, soccer convener, stated that for some years the soccer inter-school program consisted of a single challenge game.[49] Although soccer was still in the junior high inter-school competition, by 1959 at the high school level it had gone as an extra curricular sport as had boxing, fastball, wrestling and square dancing.

Basketball was the most popular indoor sport for both boys and girls during this period. In the early post war years the smaller high schools achieved some success in the City Championships. Garneau girls won the championship in 1947 and Westglen girls won a year later. In 1951 Eastwood girls won the Senior Girls League whilst Eastwood "B" boys team competed in the provincial championship at Hillspring but lost both games.[50] During the 1950-51 season eligibility rules were established for "A" and "B" competition. At the association annual meeting in 1956 a resolution was passed that boys basketball high school practices were not to be scheduled on Tuesdays so that players could act as referees for junior high and girls high school league teams on that day. Spectator interest in basketball was always high, and Jack W. Allan in reporting on the 1954-55 season stated that an unofficial high school attendance record of 1,300 was established.[51]

Square dancing was popular in the early fifties and a very successful inter-school competition was held in 1953 at Westglen.[52] However, at the June 1954 annual general meeting of the High Schools Athletic Association, it was recommended that square dancing

be a non-competitive school activity.[53]

In track and field, tabloid meets were held at individual high schools in 1945. Boys' Physical Education Supervisor, Mr. A. S. Bird, reported in 1948 that the majority of high schools still operated on the tabloid system in which there was 90% student body participation.[54] Some high schools wished to set up a city high school track meet but met with opposition from the school principals who thought that spectator interest would be lacking.[55] R. H. Routledge as sports coordinator was chiefly responsible for the revival of the inter-school meet. In 1958 L. F. Wendt, convenor, was able to report that the high school track meet was highly successful although spectator attendance was disappointing. He further reported great strides had been made with class meets, intramural and dual meets, inter-school and finally provincial meets at Stettler.[56]

Ice hockey, although a very popular winter sport, gradually faded from the school scene. Interest in the game decreased as students could play in the community leagues and other city teams operated under the wing of the National Hockey League. When it was suggested in 1959 that interscholastic hockey be reintroduced, the lack of covered rinks, equipment expense and heavy teacher extra-curricular load already, resulted in rejection of the idea.[57]

Boxing and wrestling still figured prominently in the high schools in 1947 and 1948. By 1953 the convenor recommended that both be dropped from inter-school competition as no competition had been held that year due to lack of interest.[58]

During the fifties swimming figured prominently in both the high school physical education program and as an extra-curricular activity. With the opening of the Victoria Composite Pool in 1951, junior high and high school students began to have swimming lessons during regular physical education classes. Other city schools used the pool from 6:00 to 7:30 p.m.

> Much elation was evident throughout the schools when an opportunity was given senior pupils to take the Red Cross Swimming and Water Safety Course at Victoria Composite High School from 4:00 to 6:00 p.m. 392 students were taught each week by paid instructors from the Parks Department.[59]

Meanwhile, Strathcona was to begin using their new pool by December 1957. Mr. W. D. Wagner, Edmonton Public School Superintendent, stated the facilities would be in constant use for seven of the eight periods a day for four days a week.[60] Outside students would utilize the facilities the remaining day. Many students were unable to register in the voluntary after school "Learn to Swim" program due to shortage of pool space. However, 3,171 elementary and junior high students were registered at the two school swimming pools in 1960.[61] Prior to the fifties only elementary school children in close proximity to the Y.M.C.A. and Y.W.C.A. and the city pools were able to take advantage of swimming lessons as part of their school program.[62]

Although a popular extra-curricular activity in the early post-war years, curling was not a school-sponsored activity. School teams used to play with local curling association clubs in the city.

> In 1949 for the first time curling became an official activity of the Edmonton High School Athletic Association. . . . Games were held at the Thistle and Alberta Avenue rinks Saturday

> mornings and at the Royal, Edmonton and Granite rinks Saturday evenings with 32 rinks competing.[63]

Victoria Composite won the Kline Trophy in 1949, 1950, 1951 and 1952. In the years that followed, teachers expressed unease at curling being controlled by the Dominion Curling Association instead of by the schools. The E.P.H.S.A.A. and the newly created Alberta Schools Athletic Association also opposed sports participation beyond the provincial level. In 1959 the E.P.H.S.A.A. for the first time was represented in the Dominion Curling Championship. This championship was held on 16-20 February in Calgary, with an Edmonton School, Ross Sheppard, for the first time winning the title.[64] Following this victory a motion was passed at the annual general meeting of the E.P.H.S.A.A. in June that curling should not proceed beyond the provincial level. In December a ballot was taken of all of the staff of the five high schools. Two questions were asked. A majority of teachers voted that Edmonton public high schools' students should not compete in athletics beyond the provincial level or be permitted to curl at the Dominion level. These decisions resulted in a school board meeting being held on 22 December 1959. A resolution was passed that allowed an Edmonton high school curling team if it won the provincial title to proceed to the Dominion high school curling bonspiel if the following conditions were met:

1. That there is no expense to the Edmonton Public School Board or the participants.
2. That the Curling Association provide full insurance coverage for participants and person in charge.

3. The team restricted to maximum loss of school time of five days.[65]

By 1960 with large composite high schools well established in the city, the pattern of inter-school sport had changed. Rugby football had become the dominant team game out-of-doors with a large spectator following. Indoors, basketball had become a highly organized team sport with a large spectator following. Because of the new pool facilities, swimming was the newest and most popular competitive and non-competitive sport.

The City High School Intramural Program

The intramural program had always been regarded as an important part of the physical education program. As the high schools became larger, these programs assumed greater importance.

> Many gifted athletes found outlets on inter-school teams but larger schools . . . have turned increasingly to better organized intramural leagues to serve hosts of eager participants.[66]

Activities were carried on at noon and after school. One large senior high school had seventy-four different clubs, teams and student organizations, staff supervised in 1957.[67] With this growth in out-of-school activities, concern began to be expressed about this extra staff work load. A special meeting was held on 11 June 1956 of all junior and senior high administrators and physical education teachers. Mr. A. S. Bird, physical education supervisor, observed that the high staff turnover in the physical education field was because of the extra-curricular load. A special committee was formed and at a second meeting recommended that:

1. Teachers with heavy commitments in the extra-curricular program be given one period spare per day in addition to the number alloted to other teachers at that grade level.
2. Such teachers should be relieved of home room duties at high school level.
3. Such teachers be relieved of Hall supervision, cafeteria or lunch room, detention room, and other such duties.
4. When Department Heads are created, schools having more than three physical education teachers include a head of the Physical Education Department.[68]

Two years later a committee of the Edmonton high school local of the Alberta Teachers' Association produced a comprehensive report entitled "A Survey of the Teacher Load in Curricular, Extra-Curricular and Professional Activities of the Edmonton Public High School for the Year 1956-57." In this report R. H. Routledge, the assistant supervisor of physical education for the Edmonton Public School Board, formulated an acceptable statement of philosophy, aims and objectives of extra-curricular activities. This is quoted in detail in the footnotes.[69]

C.A.H.E.R.'s Contribution to Physical Education in Edmonton

This professional organization received considerable support from the physical education leaders of the city during the years 1945 to 1960.[70] Edmonton Public School physical education supervisors and University of Alberta School of Physical Education lecturers played a prominent part by occupying important executive positions. During the early post-war years Eriksson was an energetic member of both the national association and the Edmonton branch. Bird became national president in 1948 and Van Vliet was to achieve a similar honor in 1957-59.[71]

During the post-war years the local branch of C.A.H.P.E.R. "developed through a period of groping exploration towards growing effectiveness."[72] In 1948 at one local branch meeting Physical Education in the Alberta School System was examined for the purpose of introducing its ideas to the general public.[73] The branch ceased to operate in 1950 but was reestablished in 1954, and with the formation of a women's branch was to provide strong leadership in the physical education field to the end of the sixties.[74]

An Edmonton women's branch of C.A.H.P.E.R. was officially organized on 11 May 1953, with Mrs. S. Bird, Edmonton Public School Board assistant physical education supervisor, as its first president.[75] An active organization which met regularly, it organized playdays for high school students from the city and surrounding areas in 1956 and 1957. This was an attempt to recruit students to help alleviate the shortage of physical education teacher specialists.[76]

In 1958 the Edmonton branch of C.A.H.P.E.R. presented a brief to the Cameron Commission hearings held in the city. This brief recommended "50 to 60 minutes a day for physical education in grades 10 to 12."[77] However, according to the branch report for January of that year, the Edmonton members felt the most professionally significant project of the fifties was the cooperation with the Calgary branch in bringing into being the Alberta Schools Athletic Association.[78]

The Founding of the Alberta Schools Athletic Association

The desire for high level inter-school competition in sport led inevitably to suggestions for provincial competition. Basketball was the first sport involved and competition was first thought of as an inter-city concept between Edmonton and Calgary. Mayell mentions that on 17 October 1949 at the Calgary Boys' Senior High School Athletic Association annual meeting a motion was passed in favour of the creation of a Provincial Secondary Schools Athletic Association.[79] A year later in Edmonton A. Henderson moved a similar motion at a general meeting of the E.P.H.S.A.A.[80] Nevertheless, it was not until 1956 that a provincial body came into being.

On 17 March 1956 twenty-six Alberta educators assembled at Crescent Heights High School to discuss the proposed two day Boys' High School Basketball Tournament. They decided then according to Gouchey that Alberta was ready for a formal high school organization similar to that in Toronto and Saskatchewan.[81] In its inaugural year the A.S.A.A. sponsored a single Provincial tournament. This was in basketball, won by the Victoria High School Redmen of Edmonton.[82] In 1957 the provincial basketball championship was split into "A" and "B" levels. Strathcona was victorious at the "A" level. The first provincial track meet was held at Stettler in 1958. The "Friends of Mayell" Trophy was won by Edmonton. The city team was made up primarily of students from Jasper Place. Gouchey indicates that early Edmonton teams comprised mainly public school students.[83]

At this time, although basketball was the most popular team sport, Edmonton and Calgary administrators did not want provincial level competition for girls. Nevertheless, J. Percy Page, the "Edmonton Grads" founder, donated a championship trophy for a provincial "A" open girls competition in 1960. The first winners were the W. E. Hay High School of Stettler.[84] Volleyball, which developed greatly in the next decade, was first suggested by Bird of Edmonton as a provincial activity in November of 1958. Gouchey stated that the E.H.S.A.A. women's section preferred one game of basketball per day in tournament play but volleyball could be a less strenuous alternative activity.[85] The desire for provincial competition grew rapidly. By 1960 every Edmonton high school had joined the provincial body.[86]

Changes in Teacher Training

During the 1920's normal schools located at Calgary, Camrose and Edmonton provided professional training for elementary and high school teachers.[87] In 1929 professional training for high school teachers was provided by the School of Education attached to the University of Alberta.[88] This continued during the war years when the teacher training school at the University was given the status of a full-fledged faculty. It had its own matriculation requirements and its own undergraduate program leading to the Bachelor of Education degree.[89] M. E. Lazerte was appointed the dean of the new faculty.

By 1945 arrangements had been completed for the University of Alberta to assume responsibility for the training of all teachers

in the province. Nevertheless, if secondary teachers completed the four years of training for a Bachelor of Education degree in 1950, they needed only to take one course in physical education before entering the labour market.[90] M. L. Van Vliet had been appointed Director of the University Department of Physical Education in 1945. Through his efforts there was to be a breakthrough in professional development. This came in 1950, when a four-year program leading to the B.Ed. in Physical Education was offered for the first time.

> This comprehensive program was designed to produce highly qualified people able to teach physical education in elementary and high schools or develop recreational programs in the community.[91]

It meant that by 1954 students were able to leave the university trained for the first time in their specialization as highly as their academic colleagues. The full four-year program in detail is shown in Appendix B, Table 5.

Cameron Commission Observations on Physical Education

Massive research over two years resulted in the most comprehensive document on education to be published in Alberta up to that time being presented to the Lieutenant Governor on 9 November 1959.[92] Called the Cameron Report, of immediate relevance to all high schools was the drastic revision of the health and personal development programs. These were made optional and were no longer required for the High School Diploma. The physical education teacher must have wondered at the reversal of policy after following the 1946 program for so long, which indicated clearly that "the program in

Physical Education should be closely integrated with health instruction."[93] More discouraging was the Commission finding that, although recognizing physical education as being important, it "would regard a rigorous program for all as being excessive."[94]

The years 1945 to 1960 saw tremendous changes in education. Because of the oil boom in the province, Edmonton grew very rapidly in the fifties and the School Board undertook a large high school building program. The development of the composite high school provided great opportunities for increased intramural sporting activities. The new school swimming pools provided a new dimension to the physical education program. The new and larger gymnasia and the emergence of specialist teachers in this field meant that the urban high school students were able to take advantage of unparalled opportunities. Edmonton now had the right educational climate for the implementation of a physical education curriculum which catered to all the child's needs.

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[2]Edmonton Journal, 14 February 1947.

[3]McGregor, Edmonton: A History, p. 277.

[4]Chalmers, Schools of the Foothills Province, p. 127.

[5]Powell, "Years of Growth 1881-1955," p. 9.

[6]McGregor, Edmonton: A History, p. 285.

[7]Howell and Howell, Sports and Games in Canadian Life, p. 148.

[8]A.A.R., 1945, pp. 41-45.

[9]Walker, "Public Secondary Education in Alberta," p. 234.

[10]Alberta, Department of Education, Program of Studies, Bulletin III Physical Education (1946), p. 5. According to Nielsen, by 1950 mixed classes for physical education were being held at Eastwood in ballroom and square dancing.

[11]McLachlin, "A Survey of the Physical Education Curriculum in Alberta," pp. 13-14.

[12]Alberta, Department of Education, Curriculum Guide for Junior and Senior High School Physical Education Interim Edition (1957). This pamphlet and its sample activity units were intended as a suggested guide to the use of the authorized text for the province of Alberta namely M. L. Van Vliet's Physical Education for Junior and Senior High Schools.

[13]Ibid., p. 1.

[14]E.P.S.A.R., 1957, p. 16.

[15]Ibid., 1959, p. 21.

[16]Ibid., 1957, p. 12.

[17]M. L. Van Vliet, Physical Education for Junior and Senior High Schools (Toronto: Macmillan, 1956). This text consolidated the Physical Education objectives into a comprehensive list based

on mental, social and physical development. The author emphasized swimming as one of the most important activities in the physical education program.

[18]Alberta, Department of Education, Program of Studies for High Schools (Edmonton: Queen's Printer, 1965), p. 174.

[19]W. D. McDougall, The First 40 Years of the Education Society of Edmonton 1927-1967 (Edmonton: Education Society, 1967), p. 29.

[20]Calgary Public School District No. 19, Annual Report, 1935, p. 5.

[21]Various Calgary authors, Slate Pencil to Instant Ink (Calgary: Century Calgary Publications, 1975), p. 122.

[22]Chalmers, Schools of the Foothills Province, p. 213.

[23]E.P.S.A.R., 1946, p. 9.

[24]Ibid., 1949, p. 10.

[25]Edmonton Journal, 27 February 1951.

[26]Ibid.

[27]Ibid., 24 February 1954.

[28]Ibid., 20 November 1954.

[29]Ibid., 31 December 1955.

[30]Ibid., 7 December 1957. The quoted article gives a detailed account of the pool design and specifications.

[31]Ibid., 31 March 1958.

[32]Ibid., 23 October 1958.

[33]Ibid.

[34]Ibid., 18 October 1958.

[35]Ibid., 27 September 1958.

[36]E.P.S.A.R., 1960, p. 12.

[37]See Appendix B, Table 4 for a chart showing the growth of the city high school population over seventy years.

[38]E.P.S.A.R., 1954, p. 24.

[39]Edmonton Public High Schools Athletic Board Minutes of Annual General Meeting, 6 September 1946.

[40]Ibid., 21 November 1951.

[41]Ibid., 6 September 1946. The E.P.S.A.R. of 1946 (p. 27) also mentions that senior boys played a basketball schedule during January and February, many of the boys also playing on teams outside of the school league.

[42]E.H.S.A.A., Minutes of Annual General Meeting, 10 June 1959.

[43]E.P.S.A.R., 1946, p. 28.

[44]Ibid., 1948, p. 30.

[45]Ibid., 1949, p. 25.

[46]Ibid., 1951, p. 23.

[47]Edmonton Journal, 20 September 1958.

[48]Ibid., 26 September 1953.

[49]E.H.S.A.A., Minutes of Annual Meeting 1953 (no date shown), soccer convenors report.

[50]E.P.S.A.R., 1951, p. 22.

[51]E.H.S.A.A., Minutes of Annual General Meeting, 13 June 1955, Basketball Convenors Report.

[52]E.P.S.A.R., 1953, p. 25.

[53]E.H.S.A.A., Minutes of Annual General Meeting, 8 June 1954. At this meeting R. H. Routledge proposed that square dancing be a school club activity and competition be discouraged.

[54]E.P.S.A.R., 1948, p. 28.

[55]E.H.S.A.A., Minutes of Annual General Meeting, 14 June 1950. Routledge proposed a motion "asking the Edmonton High School Local why the Principals refuse to cooperate and support an Inter-school Track and Field Meet."

[56]Ibid., A.G.M., 17 June 1958.

[57]Ibid., General Meeting, 23 January 1959.

[58]Ibid., A.G.M., 1953 (no date given). Report of J. Yusep, boxing and wrestling convenor.

[59]E.P.S.A.R., 1951, p. 22.

[60]Edmonton Journal, 31 March 1958.

[61]E.P.S.A.R., 1960-1, p. 34.

[62]Ibid., 1949, p. 23.

[63]Ibid., p. 25.

[64]E.H.S.A.A., Minutes of A.G.M., 10 June 1959.

[65]Ibid., Minutes of general meeting, 14 January 1959. This is an extract from a very detailed report relating to the history of curling conflicts at high school level.

[66]E.P.S.A.R., 1955, p. 13.

[67]Ibid., 1957, p. 17.

[68]E.H.S.A.A., Minutes of A.G.M., 25 June 1956.

[69]R. H. Routledge, "Aims and Objectives of Extracurricular Activities for High Schools," C.A.H.P.E.R. 25 (June-July 1959):24-26. Routledge, a believer in "maximum participation," stated that extra-curricular activities should be an integral part of the curriculum. The objectives of such activities being to promote school morale and provide opportunities for development of desirable recreational interests, social growth, maturity and group loyalties.

[70]C.A.H.P.E.R, Vol. 14, No. 4, February 1947. This issue was the first one to officially note the change in title of this Physical Education Association from the "Canadian Physical Education Association" to the "Canadian Association for Health, Physical Education and Recreation."

[71]Ibid., Vol. 24, No. 2, January 1958, p. 38.

[72]Ibid.

[73]Ibid., Vol. 15, No. 6, June 1948, p. 4.

[74]Ibid., Vol. 24, No. 2, January 1958, p. 38. The Edmonton branch report included the following: "On March 23, 1954, in the home of S. Bird, a meeting was held to re-establish a C.A.P.H.E.R. branch which had flourished in Edmonton in the years 1945-1950."

[75]Ibid., Vol. 24, No. 3, March 1958, p. 33.

[76]Ibid., p. 24.

[77]Edmonton Journal, 8 September 1958.

[78]"Edmonton Branch Report," C.A.H.P.E.R. 24 (January 1958), p. 38.

[79]J. F. Mayell, private letter, 13 February 1978. Reproduced in Appendix B, Table 7.

[80]E.H.S.A.A., Minutes of General Meeting, 23 October 1950. Here Mr. Henderson moved and Mr. Allan seconded a motion "that the Edmonton High Schools Athletic Association favor the formation of a Provincial Athletic Association and that the Chairman of the E.H.S.A.A. be directed to contact the Provincial Health and Recreation Department and the Calgary High School Athletic Association."

[81]R. R. Gouchey, "A History of the Alberta Schools' Athletic Association" (M.Sc. thesis, University of Oregon, 1973), p. 3. Listed as being present were the following Edmontonians:

Ruby Anderson	Don MacIntosh	Tom Baker
Clydie Bird	Herb McLachlin	Robert Routledge
Ted Sawchuk	Lorna Daverne	Rudy Melnychuk
Stuart Bird	Jack Allan	

[82]Ibid., p. 79.

[83]Ibid., p. 152.

[84]Ibid., p. 88.

[85]Ibid., p. 118.

[86]Ibid., p. 195.

[87]Walker, "Secondary Education in Alberta," p. 172.

[88]A.A.R., 1929, p. 16.

[89]Calendar, University of Alberta 1942-43, p. 239.

[90]Ibid., 1952-53.

[91]Ibid., 1950, pp. 230-231.

[92]Chalmers, Schools of the Foothills Province, p. 164.

[93]Program of Studies, Bulletin Three, 1946, p. 3.

[94]Cameron Report, Report of the Royal Commission on Education in Alberta 1959 (Edmonton: Queen's Printer, 1960), p. 121. It had two recommendations on physical education as follows:

No. 87. That 60 no credit minutes per week of physical education and recreational activities be a minimum for all students.

No. 88. That a sequence of 5 credit specialized courses (one for each of grades X, XI, and XII) be available as electives.

CHAPTER IV

CONCLUSIONS--OBSERVATIONS--RECOMMENDATIONS

Conclusions

In the view of the writer, the later years of 1950 to 1960 were the most momentous in the short history of the Edmonton Public High Schools. This particular decade saw a dramatic increase in school building, development of vocational education programs and a broadening of intramural and inter-school sports activities. Curriculum innovations in physical education, however, were delayed until the sixties. Although mention had been made as early as 1937 in the high school curriculum of exercises for posture and carriage, changes such as circuit training and outdoor education did not appear until twenty years later.[1] The large classes, crowded schools and heavy teaching loads did not provide the favourable climate necessary for implementation of innovative ideas. Calgary's Separate School System was to lead the way into the seventies with a conceptual approach to physical education in their high schools.

There has always been a conservative approach to educational funding in the City of Edmonton. The popularity of softball and basketball in City junior high and high schools was in part due to the cheapness of outlay in equipment. The drill-type activities favoured in Edmonton's first fity years of physical education were taken in the most part from British texts recommended across Canada.

Money for drill competitions and sports trophies was provided by the Strathcona Trust. The tight budgeting of the Depression years would seem to suggest that the intermediate school development in Edmonton was encouraged as a solution to the high school building program. The educational advantages of this solution were secondary to the economic advantages of rearranging classrooms in existing city schools. Such education "frills" as adequate physical education equipment and swimming facilities came only after the provincial oil boom had made its economic impact on Edmonton.[2] Certainly government funding for education fluctuated. In 1946 the gross provincial grant for education was $3,042,302.[3] The "regular" grant for education in 1956 was $17,790,415.[4] Edmonton physical education supervisor, H. Hohol, stressed in a 1977 interview that the greatest change he had noticed since 1956 was the increase in school budgets for physical education equipment which had resulted in a greatly diversified program.[5] Consequently, the writer suggests that the answer to question one stated on page 4 is that there is a direct relationship between the physical education curriculum, and its implementation, with the province's economic fortunes.

During the period 1890 to 1960, how the physical education curriculum was implemented depended to a great extent on the qualifications of the teacher. The high school teacher in the early years in Edmonton was almost always a person with a degree.[6] The academic tradition was strong with the emphasis in the schools always on scholarship. The strength of any inter-school sports

activity depended on the "games" ability and enthusiasm of its teachers. The military drill emphasis in curriculum content was fostered through the Normal Schools' military instructors appointed for physical education instruction. Finally in 1950 the development of a physical education specialization within the B.Ed. four-year program was to produce graduates able to implement the new curriculum.

Throughout its history the Edmonton high schools have built a tradition of strong inter-school competition in sports. School Board annual reports continually stress the value, popularity and strength of these programs. In the fifties excessive enthusiasm in coaching led to professional protests over time spent on training for inter-school sports. Indeed, there is some evidence of school teams being coached during regular physical education periods.[7] However, it is difficult to prove that an elitist orientation to physical education has resulted. Consequently, question three on page 4 remains unproven.

The fourth question on page 4 is answered in the affirmative, namely that the Faculty of Physical Education, University of Alberta, has had considerable impact on the Edmonton Public School System. Until the University of Alberta established physical education in its B.Ed. program, City teachers had been poorly prepared for specialization in the physical education field. Previously, teachers had to rely on summer session courses run by the University of Alberta or attend American Universities for upgrading of their professional qualifications.

Observations

Physical education has never been given its rightful place in the Provincial High School Curriculum. Although physical education was recognized as early as 1890 in Edmonton, the allocation of teaching time for the subject has remained relatively unchanged since 1907. Numerous pleas for daily physical education have gone unheeded. The writer notes with dismay the length of time taken by the Department of Education to introduce new curriculum ideas. For example, the physical education curriculum introduced in 1946 differed very little from that of 1939 except in the title page. Routledge's research in 1959 was the first attempt to establish clearly defined goals for physical education in Edmonton high schools.[8] The fifties, with the school building boom, saw the implementation of the Community School concept. As propounded by Hohol, it seems a logical step in making maximum use of facilities and resource people for the benefit of young and old.[9] Nevertheless, the question could be asked, why was not the swimming pool concept developed first in the elementary school where the basic skills in sports are more easily acquired?

The scholarship necessary in the field of Physical Education is now present in the City school system. This means that teachers should be more willing to implement change and be innovative. The public is now more knowledgeable and aware of individual differences and would welcome daily physical education for all high school students.[10] As the Department of Education has not provided the

necessary leadership, the catalyst for change must come from the University, the Edmonton Public School Board, and the parents.

Recommendations

This historical survey has shown that Edmonton, like the province, has implemented educational changes borrowing ideas from England and the United States. Social and economic factors played a big part in the development of the city schools' physical education program. Still many questions remain unanswered. Further research is recommended towards the following:

1) Has the building of new physical education facilities and recruitment of specialist teachers brought a perceptible improvement in fitness levels of city high school students?

2) Has the percentage of students taking physical education as an elective increased in the seventies?

3) Is the popular semester system detrimental to an effective high school physical education program?

4) How does student sports participation in the large composite high school of today compare with that of the small pre-war school?

5) What were the contributions of such people as A. S. Bird, J. P. Page, and R. H. Routledge to the physical education program of the city high schools?

6) What factors influence change in the physical education curriculum in the city high schools?

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[2]Edmonton Journal, 28 February 1951. Included in the account of the official opening of Victoria Composite High School was a warning regarding "too many options and facilities."

[3]A.A.R., 1946, p. 127.

[4]Ibid., 1956, p. 147.

[5]Interview with H. Hohol, Edmonton Public School Board Physical Education Supervisor, Edmonton, 9 February 1977.

[6]Walker, "Secondary Education in Alberta," pp. 72-77. passim.

[7]Interview with A. S. Bird, Edmonton Public School Board Physical Education Supervisor (retired), Winterburn, 26 March 1977.

[8]Routledge, "A Study to Establish Norms for Edmonton Public Secondary School Boys," p. 172.

[9]Interview with H. Hohol, Edmonton Public School Board, 9 February 1977.

[10]C. J. Halkett, "Attitudes and Information Regarding Compulsory Physical Education in Alberta School Systems" (M.A. thesis, University of Alberta, 1975), Abstract IV. Her research indicated strong support among students, teachers, parents, trustees, and administrators for compulsory Physical Education and for a year long program.

APPENDIX A

PROGRAM OF STUDIES HIGHLIGHTS

APPENDIX A

LIST OF TABLES

1. Program of Studies for Union High Schools, North West Territories, 1890. 118

2. Course Outline in Physical Culture and Military Training prepared by Mr. C. K. Flint, 1909 119

3. Program of Studies Outline for the Senior High School, 1939 123

4. Program of Studies for the Intermediate School Grades 7, 8 and 9, 1937. 126

5. Program of Studies for the High School, Bulletin IV Physical Education, 1939. 128

6. Program of Studies for the High School, Bulletin III Physical Education, 1946 135

7. Program of Studies High School Handbook for 1950-51, 1950 153

8. Curriculum Guide for the Junior and Senior High School, Interim Edition, Physical Education, 1957 155

TABLE 1

PROGRAM OF STUDIES FOR UNION HIGH SCHOOLS,
NORTH-WEST TERRITORIES, 1890*

Subject	Description of Course
Reading	Reader with recitations
Spelling	From reading lessons and dictation
Composition	Further extension of the work
Writing	The subject continued
Grammar	Thorough knowledge of the text
Literature	Includes English and Canadian literature
Geography	Map geography generally, with Canada and British Empire more particularly. Map drawing.
History	A review of English and Canadian history
Arithmetic	The whole of the Text
Geometry	Definitions, Books 1 and 2 with deductions
Algebra	To the end of quadratic equations
Bookeeping	Single and double entry
Drill	The subject continued
Drawing	
Physiology	
Hygiene	
Chemistry	
Botany	
Agriculture	
French	
Latin	

* Data from Report, Board of Education, N.W.T., 1889-90, p. 15.

TABLE 2

PHYSICAL TRAINING AND MILITARY DRILL 1907*

The course includes class tactics, marching, elementary drill, free gymnastics, kindergarten games, figure marching with dance steps, dumb-bell drill, wand drill, Indian club drill, fire-drill, stationary apparatus work, track and field athletic sports, basketball, hockey and other league sports, squad drill, skirmishing, rifle drill and company drill.

The objects of the work is to give right physical development and to correct physical defects by attention to movement and to sitting and standing positions; to develop a capacity for corporate action by discipline and the practice of prompt obedience; to promote grace of movement; to give muscular development; to teach courtesy and to afford relaxation from school routine.

Physical culture should have a fixed allotment on the time-table of school work but as one of its chief aims is to afford relaxation and bring about better conditions for mental work some elasticity as to the time of having exercises should be observed. While a change from mental to physical work is a relaxation the change is not a relaxation of attention but a changing in the point of attention. The essentials of satisfactory work are silence, steadiness and precision.

Physical training should be adapted to changes in season. In the junior grades tactics and marching will receive attention in the spring and autumn months and gymnastic exercises in the winter months. In the higher grades track and field sports, squad drill and skirmishing are taken out of doors in autumn and dumb-bell, wand, apparatus and rifle drill indoors in winter. In the spring basketball, baseball and cadet training are taken out of doors.

The course is organized on the concentric method, each phase of physical culture in the higher grades having a simple basis in the lower ones and developing logically from it.

* The scheme of work instituted by Mr. C. K. Flint, supervisor of Physical Culture in the Edmonton Public and High Schools in 1908. This was published in the Annual Report of the Edmonton Public School District No. 7 in 1909, pp. 63-66.

COURSE

First Year

CLASS TACTICS--In relation to necessary class movements.
MARCHING--In time and rhythm to singing or other music.
ELEMENTARY DRILL--The directions right and left, etc.
GYMNASTIC EXERCISES--Set I--Simple movement of main muscles only.
KINDERGARTEN GAMES.

Second Year

CLASS TACTICS AND ELEMENTARY DRILL.
MARCHING--Doubling, skipping, hopping, etc. in time to music.
GYMNASTIC EXERCISES--Set II.
KINDERGARTEN GAMES.

Third Year

CLASS TACTICS AND MARCHING.
ELEMENTARY DRILL--Military positions, turnings, wheelings, etc.
GYMNASTIC EXERCISES--Set III--more complicated exercises introduced.

Fourth Year

CLASS TACTICS.
MARCHING--Accurate marching in step to music.
ELEMENTARY DRILL--All the fundamental military movements.
GYMNASTIC EXERCISES--Set IV.

Fifth Year

GIRLS
Elementary Military Drill.
Figure marching to music.
Gymnastic Exercises--Review.
Dumb-bell Drill--Set I. Easy exercises
Wand Drill--Set I.
Indian Club Drill--Set I.
Basketball--Out of doors.

BOYS
Squad Drill and Skirmishing--Out of doors.
Field Sports--Preparation for Sports Day
Gymnastic Exercises--Review.
Dumb-bell Drill--Set I.
Wand Drill--Set I.
Rifle Drill--Easy manual exercises.
Company Drill--Out of doors.

Sixth Year

GIRLS
Drill and Marching.
Gymnastic Exercises.
Dumb-bell Drill--Set II.
Wand Drill--Set II.
Indian Club Drill--Set II.
Basketball.

BOYS
Squad Drill and Skirmishing.
Field Sports.
Dumb-bell Drill--Set II.
Wand Drill--Set II.
Rifle Drill
Company Drill

Seventh Year

GIRLS
Drill and Exercises.
Figure Marching and Dancing.
Dumb-bell Drill--Set III.
Wand Drill--Set III.
Indian Club Drill--Set III.
Basketball and other sports.

BOYS
Squad Drill and Skirmishing.
Field Sports and League Sports
Dumb-bell Drill--Set III.
Fixed Apparatus Exercises.
Rifle Drill--Manual and firing exercises.
Company Drill--For Cadet Inspection.

Eighth Year

GIRLS
Drill and Exercises.
Figure Marching and Dancing.
Dumb-bell Drill--Set IV.
Wand Drill--Set IV.
Indian Club Drill--Set IV.
Basketball and other Sports.

BOYS
Tactics and Skirmishing--For Sham Battle.
Field and League Sports--For Sports Day.
Dumb-bell Drill--Set IV.
Fixed Apparatus Exercises.
Rifle Drill-Gymnastic and Bayonet Exercises.
Company Drill--For Cadet Review May 23.

All Grades

Constant practice in fire drill, both individual Room Drill and School Drill.

The time allotment should not be less than one hour per week, varying from 10 minute in the lower grades to 30 minute periods in the higher grades.

TABLE 3

PROGRAM OF STUDIES FOR THE SENIOR HIGH SCHOOL, ALBERTA, 1939[a]

List of Subjects[b]

GRADE TEN

Compulsory:

English 1	(5)	Health and Physical Education 1	(3)
Social Studies 1	(5)		

Elective:

Group A--Academic: (not more than three to be elected)

Algebra 1	(5)	Latin 1	(5)
Geometry 1	(5)	French 1	(5)
Chemistry 1	(5)	German 1	(5)
Physics 1	(5)		

Group B--Commercial:

Bookkeeping 1	(5)
Stenography 1	(5)
Typewriting 1	(5)

Group C--Technical: (not more than two to be elected)

Woodowrk 1	(8)	Printing 1	(8)
Metalwork 1	(8)	Arts and Crafts 1	(8)
Electricity 1	(8)	Fabrics and Dress 1	(8)
Automotives 1	(8)	Home-making 1	(8)

Group D--General:

Dramatics 1	(4)	Bookkeeping 1a	(3)
Music 1	(4)	Stenography 1a	(3)
Art 1	(4)	Typewriting 1a	(3)
Mechanical Drawing	(3)	General Shop 1	(4)
General Mathematics 1	(5)	Home Economics 1	(4)
General Science 1	(5)	Needlwork	(3)
Biology 1	(3)	Vocations and Guidance	(1)
Geology 1	(3)		

GRADE ELEVEN

Compulsory:

English 2	(5)	Social Studies 2	(5)

Elective:

Group A--Academic: (not more than three to be elected)

Algebra 1	(5)	Latin 2	(5)
Geometry 1	(5)	French 2	(5)
Chemistry 1	(5)	German 2	(5)

Group B--Commercial: (not more than three to be elected)

Bookkeeping 2	(5)	Office Practice 1	(5)
Typewriting 2	(5)	Stenography 2	(5)

Group C--Technical: (not more than two to be elected)

Woodwork 2	(8)	Printing 2	(8)
Metalwork 2	(8)	Arts and Crafts 2	(8)
Electricity 2	(8)	Facrics and Dress 2	(8)
Automotives 2	(8)	Home-making 2	(8)

Group D--General:

Dramatics 2	(4)	Home Economics 2	(4)
Music 2	(4)	Commercial Law	(3)
Art 2	(4)	Sociology and Psychology	(3)
General Mathematics 2	(5)	Physical Education 2	(2)
General Science 2	(5)	Vocations and Guidance	(2)
General Shop 2	(4)		

GRADE TWELVE

Compulsory:

English 3	(5)	Social Studies	(5)

Elective:

Group A--Academic:

Algebra 2	(5)	Biology 2	(5)
Trigonometry and Analytical Geometry	(5)	Latin 3	(5)
Chemistry 2	(5)	French 3	(5)
Physics 2	(5)	German 3	(5)

Group B--Commercial:

Bookkeeping 3	(5)	Secretarial Training	(5)
Office Practice 2	(5)	Business Machines	(4)

Group C--Technical: (not more than one to be elected)

Woodwork 3	(10)	Fabrics and Dress 3	(10)
Metalwork 3	(10)	Home-making 3	(10)
Electricity 3	(10)	Arts and Crafts 3	(10)
Automotives 3	(10)	General Mathematics 3	(5)

Group D--General:

Economics	(4)	Music 3	(4)
Creative Writing	(4)	History of Literature	(5)
Vocations and Guidance	(2)		

[a]Data from Programme of Studies for the High School Bulletin 1: Regulations of the Department of Education for the Year ending June 30th, 1940. Relating to the Programme of Studies. Recommendations for Credit, and the Departmental Examinations in Third-year subjects, pp. 9ff. Edmonton: King's Printer, 1939.

[b]The number in brackets after each subject indicates the credit weight of the subject.

TABLE 4

PROGRAMME OF STUDIES FOR THE INTERMEDIATE SCHOOL
(GRADES 7, 8, 9) AUTHORIZED BY
DEPARTMENT OF EDUCATION 1937

B-PHYSICAL EDUCATION

Textbook and Reference Books

1. Authorized for the use of all teachers:

   Physical Education for Schools and Colleges (Barker).

2. Recommended as reference books:

   (1) Syllabus of Physical Training for Schools (Board of Education).

   (2) Book of Games (Staley).

   (3) Tumbling for Women and Girls (B. and D. Cotterall).

   (4) Folk Dances of the People (Burchenal).

SCOPE OF THE COURSE

(Barker)--Tables 1 - 4 inclusive;
5 - 10 inclusive;
16 - 20 inclusive

The value of "sets" or "tables" of free-arm exercises and classroom calisthenics has been very effectively challenged. It is being widely recognized that such exercises usually lack motivation, and that unless there is a desire on the part of the student to do well, and a feeling of satisfaction and pleasure, a great deal of the value has been lost. For this reason a variety of physical activities is being substituted for the rigid, formal exercises. It is recommended that a lesson in Physical Training should always follow the plan of the recreational tables, No. 1-4; that is only at the beginning and conclusion of the lesson should there be formal exercises, the main part of the lesson being devoted to two or more general activities.

In using Tables 5-10 (boys), and 16-20 (girls), the teacher is advised to plan lessons as for Tables 1-4, keeping the formal work limited to one opening and one closing exercise.

It is expected that teachers will familiarize themselves with the details of class management described in the text, and that physical training classes will no longer be characterized by

pupils standing still while the instructor gives long and detailed direction and involved words of command. In the formal exercises the sequence of movements should be very simple and should be practised to the point where they can be done in unison and rhythm on such a word as "begin." The ideal should be unceasing activity by all members of the class throughout the class period.

In many small schools most of this physical training work will have to be done out-of-doors. In many places arrangements have been made to secure the use of a local hall. The latter practice should be extended until school boards are in a position to provide adequate gymnasium facilities for their schools.

The organization of teams for inter-school competition cannot be considered as part of the work of this course, as it makes provision only for the development of greater skill by a number of pupils. On the other hand, the organization of all students into teams, and the operation of "house leagues," does contribute to the realization of the aims of this part of the course.

TABLE 5

PROGRAMME OF STUDIES FOR THE HIGH SCHOOL*
HEALTH AND PHYSICAL EDUCATION, BULLETIN IV 1939

"An adequate education will include worthwhile experiences in health, physical education and recreation. Not only the concept of unity of the organism but also the clear recognition of the interrelations between organism and environment requires that this education, if it is to be adequate, must concern itself with facilities, programme and leadership. This may be accomplished through the development of (1) a comprehensive health protection programme for students, including an adequate health examination, control of communicable diseases, and healthful school living in the entire curricular and extra-curricular life of the school, directed toward the educational goal of developing capacity for self-direction in health matters.

(2) Health instruction based on scientific materials progressively arranged throughout the grades, directing students toward vigorous health, and not merely toward freedom from disease. Safety should be included in this instruction.

(3) Opportunities for the development of skills and interests in recreational hobbies that will persist and contribute to healthful and happy living after students have left school."

-- Adapted from the platform of the "American Association of Health and Physical Education."

HEALTH AND PHYSICAL EDUCATION 1

The course in Health and Physical Education 1 is compulsory for all High School students. Of the three periods per week, two should be given to Physical Education and one to Health. In some schools it will be necessary to vary this arrangement--until a gymnasium or a rented hall can be secured, by devoting all periods to Physical Education out of doors during suitable weather, and to Health instruction in the class-room at other times. Girls and boys are to receive their training and instruction in both sections of the course in separate groups, and from teachers of their own sex. This may require some re-arrangement of staff personnel and duties.

* Program of Studies for the High School. Bulletin IV. 1939, pp. 3-20. King's Printer: Edmonton.

B. PHYSICAL EDUCATION (1)

UNIT I: The basis of the course is Fundamental Gymnastics, which is compulsory, and should receive approximately one-half of the time for the period or the week.

UNIT II: Selected activities of the following types:

FOR GIRLS: tumbling, light apparatus work, vaulting; dancing--folk, natural, tap, ball-room; games for the entire class.

FOR BOYS: tumbling, apparatus, pyramid-building, mass boxing; training for track and field athletics; games for the entire class.

In addition to the above-mentioned class activities, the following are to be regarded as forming parts of the syllabus; instructors will be required to devise their own methods of directing and evaluating:

(a) Out-of-school participation and improvement of performance in at least one summer sport and one winter sport.

(b) Development, progress and improvement in posture and carriage; in strength, health and muscular co-ordination; in healthful habits; and in good sportsmanship as displayed in attitudes toward team-mates, authority, rules of the game, and weaker players.

(c) Individual corrective exercises for students for whom such are prescribed by the medical examiner.

Teachers should encourage students to form clubs for promoting different types of outdoor recreation; such as, skiing, badminton, tennis, skating, hiking, golf and mountain climbing. Physical Education aims to promote health both through training and through recreation.

FUNDAMENTAL GYMNASTICS

The instructor is to build up a series of exercises from those described in Recreation and Physical Fitness for Youths and Men and Recreation and Physical Fitness for Girls and Women, choosing tables 1 to 8 for boys from the first volume, and tables 1 to 12 for girls from the companion volume.

The series of exercises should include all the "muscle-groups" in various combinations; and it is suggested that the instructor be guided by the procedure described in the books named. Care must be taken to have progression in each series in order to avoid muscular strain and fatigue, and also to achieve improvement in carriage, strength, flexibility and agility. The series should start with exercises of an introductory or "warming-up" nature; such as marching, toe marching, running, skipping, sliding, leaping, hopping, and the class should finish in position in open order, ready for the remaining exercises.

The exercises should be done in continuous rhythmical manner; while one exercise is being done the next exercise is mentioned, the cautionary word "ready" is given, and then the executive word "change" without a break in the rhythm; e.g., "Skip jumping on the spot, Ready, Begin . . . Head dropping forward and stretching upward . . . Ready . . . Change . . .".

For the "routine" the instructor should choose one exercise or more from each of the following groups:

1. Head and Trunk
2. Arm and Shoulder
3. Leg and Balance
4. Trunk Lateral
5. General Activity, including group games and voluntary practices.

The class should work on one set of exercises until a smooth, rhythmical routine has been learned. At this stage, new exercises may be introduced, not more than one in each lesson, and incorporated into the routine. After such a series has been learned, the teacher should place a good performer in front of the class, to give the time and rhythm for the class to follow, releasing the instructor to move about and give quiet instructions and corrections to individuals.

It is not intended that any "table" of the text be followed in detail but that these be used as the sources of the exercises which the instructor uses for his series.

TUMBLING, VAULTING, PYRAMID BUILDING

Equipment for a class of from 30 to 40 members: 4 to 6 benches, vaulting horse, vaulting box, 4 to 6 mats, springboard.

DRESS: Shirt or jersey, shorts (or slacks), running shoes.

USE OF EQUIPMENT: Training in quick and careful handling of apparatus is essential. The forms, horse, etc., must not be dragged along the floor. The box, when used, should be carried in several sections. The apparatus must be so arranged that it can be brought out and cleared away without waste of time. Care must be taken to ensure that it is firmly fixed and will not slide. When forms are used one on the other, they must be supported.

The class should be divided into activity groups, each under the supervision of a capable leader, and no group should be confined to one type of activity throughout the period. The instructor must be sure that the leaders are responsible and trained in methods of support to eliminate danger of accidents. The reference books outline the procedures which ensure progression from elementary to more advanced work.

At the end of the year each student should be able to perform the following "tumbling stunts" in good form.

Forward roll, backward roll, cartwheel, headstand, elbow stand, handstand and support; and also the following; Crouch vault over box-horse, jump to crouch and catspring off, fence vault, leap-frog over horse, through vault.

The instructor should read carefully the section on vaulting in the text, noting particularly the methods of receiving and assisting.

PYRAMID BUILDING

This is valuable in developing precision and teamwork. Students should start from a base line and return to it. The pyramids should be built in successive steps, the students performing to numbers and building from centre to flanks. The instructor should begin with elementary pyramids, using groups of two, three or four before attempting large group pyramids. Strict discipline must be observed, particularly when breaking the pyramid, to prevent accidents. It would be noted that this activity is better suited to boys than to girls, unless the latter are restricted to the use of the simpler sets in which the individuals are not subjected to supporting the weights of others. Unusual strains must be avoided.

DANCING (GIRLS' CLASSES)

A pianist is necessary, and the class should be limited to 35. It is suggested that two of the following groups be selected,

but instructors should feel free to vary this arrangement in accordance with their own training and the previous training of their students; instructors should also note the interesting exercises with balls and skipping ropes on pages 57-71 of Recreation and Physical Fitness for Girls and Women, which may be used as alternative to dances if preferred.

(a) Folk and group dances suitable for adults:

Oxen dance
Maypole
Swedish spinning
Virginia reel
Various schottisches and mazurkas
Swedish weaving
Daldans
Spanish tarentella
Waltz quadrille

(b) Tap dances which should include the following:

Waltz routines, soft-shoe routines, jigs, military routines, buck routines.

(c) Ball-room dancing: waltz, hesitation steps, fox-trot, cross-chasse, cross-open; polka, minuet, mazurka, Sir Roges de Coverley.

(d) Interpretive and ballet dancing (to be attemped only by teachers having special training).

TEACHERS' REFERENCES FOR PHYSICAL EDUCATION

Recreation and Physical Fitness for Girls and Women (Board of Education, London).

Recreation and Physical Fitness for Youths and Men (Board of Education, London).

Niels Bukh: Fundamental Gymnastics (E. P. Dutton & Co.).

This book is for the use of teachers who have had training in the Danish system.

Bartlett: Junior Athletics (Clarke, Irwin & Co.).

This is suited primarily to the intermediate grades, but contains sections on games and pyramids suitable for Grade X.

Cotteral: Tumbling, Pyramid Building and Stunts for Girls and Women.

This book is suitable for girls' classes, Grades X and XI.

Williams: Principles of Physical Education.

REFERENCES FOR DANCING:

Hinman: Gymnastic and Folk Dancing (A.S. Barnes & Co., New York).

Ballwebber: Illustrated Tap Rhythms and Routines (Clayton F. Summy Co., New York).

Ballwebber: The Clog Dance Book (Clayton F. Summy Co., New York).

Ford: Quadrilles (Dearborn Publishing Co., Dearborn, Mich.).

Frost: Clog and Character Dances (A.S. Barnes & Co.).

Hinman: Taps, Clogs and Jigs (A.S. Barnes & Co.).

Manning: Tap Routines (Jack Manning Dance Studio, New York).

Burchenal: Dances of the People (A.S. Barnes & Co.).

PHYSICAL EDUCATION 2

Physical Education 2 is a general elective for the second year of the High School Programme (Grade XI). The course is a continuation of the work prescribed for Physical Education 1, but students and teachers are asked to note that the course may be given only in schools where the following requirements can be met:

1. Regular use, for two periods per week throughout the year, of a gymnasium equipped with piano, mats and other suitable equipment.

2. Separate instructors for boys' and girls' classes.

3. Time-table provision separate from that of Physical Education 1.

4. Instructors possessing some special training and ability in Physical Education

The reference books listed under Physical Education 1 are those also recommended for this course. Methods of conducting classes, and the important place to be given to Fundamental Gymnastics are also described for the former course.

OUTLINE OF COURSE

UNIT I: Fundamental Gymnastics. Selected exercises from Table 9 and following tables (boys) and from Table 13 and following (girls).

UNIT II: Selected activities as under Unit II of the former course.

UNIT III: Out-of-school participation and reasonable proficiency in out-door sports suitable for each season.

UNIT IV: Improvement in posture, carriage, health, strength, muscular co-ordination, healthful habits, attitudes of good sportsmanship.

UNIT V: As an alternative for Unit II, or portions thereof, in schools in which the instructor possesses unusual experience and training in such sports, a course in coaching one or two of the following:

(For Girls): Basketball, softball, tennis, track and field athletics (racing, hurdling, relay, jumping, throwing).

(For Boys): Soccer, rugby, baseball, hockey, basketball, track and field.

N.B.--The coaching course must not be allowed to consume more than one-half the time of the entire course. Fundamental Gymnastics is to be given in its place. The purpose of this unit should be to train leaders capable of playing, coaching, refereeing and of training and managing teams. Instruction should be given on the floor, rink, or playing field, and should include instruction in the following:

Rules of the game.
How to play each position.
Selection of players.
Basic team-plays.
Also, practice in refereeing, coaching, and managing teams.

FURTHER REFERENCE BOOKS FOR TEACHERS

Modern Philosophy of Physical Education: Wayman.

Teaching Principles of Health Education: Conrad & Meister.

TABLE 6

PROGRAMME OF STUDIES FOR THE HIGH SCHOOL*

PRESCRIBED COURSES IN P.E. 1, 2 AND HEALTH 1, 2

The programme in physical education should be closely integrated with health instruction. This will necessitate skillful teaching and instructors who know not only the health status of their students but their home backgrounds as well. For example, faulty posture is related to so many causes--undeveloped muscles, fatigue, malnutrition, unhappy surroundings, unattractive clothing, failure to realize objectives--that correction is only obtained by working with individuals and helping them with their own particular difficulties. Large muscle activity and postural exercises alone are not likely to bring about much improvement. A student's poor performance and lack of interest in physical activity should be related to his physical status, mental outlook and home background.

There are many opportunities to link up physical education with the work outlined in Health. Many phases of Unit I in the Health Education outline can be related to physical activity, such as problems in nutrition, dietary fads, athletic diets, use of patent preparations for sprains, aching joints, headaches, etc.; also, Unit III, with its objectives of understanding behavior, developing personality and sound mental health is an integral part of physical education. There is no period on the timetable which has better opportunities than physical education to develop self-realization and a healthy mental outlook. Physical activity, the pleasure of having fun with others, the informality and good sportsmanship in physical education periods have a salutary effect on mental attitudes.

Too often planned physical activity for many students is confined to the scheduled period. The teacher should work for interest in sports and games, and particularly for those activities which will be carried on in adult life. This province is co-operating with the Department of Pensions and National Health in a national fitness programme. It is hoped that community centres will be developed where students may participate with other members of the community in promoting recreation and other healthful activities for the district.

* Program of Studies for the High School, Bulletin III. Prescribed Courses in P.E. 1, 2 and Health 1, 2. Edmonton: King's Printer, 1946.

Physical education teachers should work for a complete medical examination of all students, and records of such examinations should be kept on file in the school where they may be consulted. If it is possible to accomplish this, the teacher should make every effort to have any student who appears to have a physical disability which interferes with the accomplishment of the required work consult a physician and present a medical report.

ORGANIZATION OF CLASSES

The most satisfactory organization of physical education classes in high school is separate sections for boys and girls, with the boys taught by a man, the girls by a woman. For some of the activities, however, joint participation is desirable and should be arranged for if at all possible.

In schools where the enrolment is not large enough for two sections, the boys and girls may take the course together. Under such circumstances, however, the teacher should make a special effort to introduce sufficient variety into the activities to maintain the interest of both boys and girls.

COMBINED CLASSES IN PHYSICAL EDUCATION 1 AND 2

In small high schools where there are only a few students registered in the physical education courses and where the teacher holds the special qualifications necessary for handling Physical Education 2, it is permissible to combine instruction in Physical Education 1 and 2. That is to say, first-year pupils and pupils who already hold three credits for Physical Education 1 may be taught during the same three periods per week and may be recommended at the close of the school year for standing in Physical Education 1 and Physical Education 2 respectively.

In teaching such a combined class, the instructor should make every attempt to cover, over a period of two years, all of the activities listed in the outlines for Physical Education 1 and Physical Education 2. Organizing these activities into a two-year cycle should prove helpful. The following is offered by way of suggestion:

BOTH YEARS: At least two-thirds of class time should be spent on fundamental gymnastics, tumbling, apparatus work, individual corrective exercises, organized games, etc.

FIRST YEAR: About one-third of class time might be devoted mainly to track and field events and folk dancing.

SECOND YEAR: About one-third of class time might be devoted mainly to coaching, refereeing and social dancing.

SUGGESTIONS FOR TEACHING PHYSICAL EDUCATION

1. Students should have an opportunity to participate in a diversity of activities. The programmes should offer as many and varied activities as time and space will allow.

2. It is desirable in some activities to have joint participation of boys and girls, e.g., recreational games, social dancing, co-educational sports.

3. The same activity should be offered long enough for pupils to become moderately skilled in it.

4. Vary the organization of the class, e.g., all the students may take the same activity at one time under the direction of the instructor, or one group of the class may be taking part in a game and another may be practising skills, or the class may be divided into squads, each of which takes a different activity and then rotates through several activities.

5. Special effort should be made to provide activities which will be of interest to the student outside of school hours and during his post-school life.

6. Based upon a physician's recommendation, suitable activities should be provided for those individuals who may be physically unable to participate in the regular programme.

7. Physical fitness achievement tests might be given at the beginning and end of each year for both boys and girls. Cumulative records should be kept by students or teacher through the four high-school years.

8. The physical education programme should be integrated with as many other school activities as possible.

9. In schools where there are no facilities to take care of classes during bad weather, the period may be used for health education, and this time made up in physical education at some later date.

10. All students should change into a suitable gymnasium costume, and time should be allowed for this--also for a shower, or a rub-down with a dry towel where no shower

facilities are available. A definite procedure for the operation of the dressing and equipment rooms should be carefully organized, depending upon the type of facilities available. When there are no facilities, it is recommended that the boys remove their shirts, and that the girls wear play-suits with removable skirts.

11. Marching has much to commend it as an activity to improve posture and rhythmical walking, and also to move large numbers in an orderly fashion. Best results are obtained when drills are frequent and of short duration. The instructor should strive for smartness and precision in the execution of every detail.

PHYSICAL EDUCATION 1--OUTLINE OF COURSE

UNIT I: The basis of this course is Fundamental Gymnastics, which is compulsory, and should receive approximately one-third of the time for the period or the week.

UNIT II: Selected activities of the following types:

FOR GIRLS: tumbling, light apparatus work, vaulting; dancing--folk, natural, tap, ball-room,; games for the entire class;

FOR BOYS: tumbling, apparatus work, pyramid-building; mass-boxing; training for track and field athletics; dancing; games for the entire class.

UNIT III: (Instructors will be required to devise their own methods of directing and evaluating):

(a) Out-of-school participation and improvement of performance in at least one summer sport and one winter sport.

(b) Development, progress and improvement in posture and carriage; in strength, health and muscular co-ordination; in healthful habits; and in good sportsmanship as displayed in attitudes toward team-mates, authority, rules of the game, and weaker players.

(c) Individual corrective exercises for students for whom such are prescribed by the medical examiner.

Teachers should encourage students to form clubs for promoting different types of outdoor recreation; such as, skiing, badminton, tennis, skating, hiking, golf and mountain climbing. Physical

Education aims to promote health both through training and through recreation.

UNIT II--TUMBLING, VAULTING, PYRAMID BUILDING

Equipment for a class of from 30 to 40 members: 4 to 6 benches, vaulting horse, vaulting box, 4 to 6 mats, springboard.

Dress: shirt or jersey, shorts (or slacks), running shoes.

Use of equipment: Training in quick and careful handling of apparatus is essential. The forms, horse, etc. must not be dragged along the floor. The box, when used, should be carried in several sections. The apparatus must be so arranged that it can be brought out and cleared away without waste of time. Care must be taken to ensure that it is firmly fixed and will not slide. When forms are used one on the other, they must be supported.

The class should be divided into activity groups, each under the supervision of a capable leader, and no group should be confined to one type of activity throughout the period. The instructor must be sure that the leaders are responsible and trained in methods of support to eliminate danger of accidents. The reference books outline the procedures which ensure progression from elementary to more advanced work.

At the end of the year each student should be able to perform the following "tumbling stunts" in good form;

Forward roll, backward roll, cartwheel, headstand, elbow stand, handstand with support; and also the following: Crouch vault over box-horse, jump to crouch and catspring off, fence vault, leapfrog over horse, through vault, headspring off a rolled mat.

The instructor should read carefully the section on Vaulting in the text, noting particularly the methods of receiving and assisting.

PYRAMID BUILDING

This is valuable in developing precision and teamwork. Students should start from a base line and return to it. The pyramids should be built in successive steps, the students performing to numbers and building from centre to flanks. The instructor should begin with elementary pyramids, using groups of two, three and four before attempting large group pyramids. Strict discipline must be observed, particularly when breaking the pyramid, to prevent

accidents. It should be noted that this activity is better suited to boys than girls, unless the latter are restricted to the use of the simpler sets in which the individuals are not subjected to supporting the weights of others. Unusual strains must be avoided.

DANCING

A pianist is necessary, and the class should be limited to 35. It is suggested that two of the following groups be selected, but instructors should feel free to vary this arrangement in accordance with their own training and the previous training of their students; instructors should also note the interesting exercises with balls and skipping ropes on pages 57-71 of Recreation and Physical Fitness for Girls and Women which may be used as an alternative to dances if perferred.

(a) Folk Dancing:

Objectives: To learn dances of various peoples and nations; to develop appreciation of the heritage of our ancestors; to learn figures and formations of country dancing; to develop the ability to execute the fundamental steps used in the various dances, such as: skip, run two-step, waltz, polka, heel and toe polka, schottische.

Suggestions for teaching: Give short history of dance to be taught; discuss the background of the people and the type of costume worn; encourage characterization of each dance; describe each step clearly and demonstrate if necessary.

Folk and group dances suitable for adults:

Oxen dance
Maypole
Swedish spinning
Virginia reel
Various schottisches and mazurkas
Swedish weaving
Daldans
Spanish tarantella
Waltz quadrille
Square dances.

(b) Tap Dancing:

Objectives: To develop accuracy in this particular type of rhythmic response; to encourage the development of creative expression; to acquire the ability to execute the fundamental tap steps.

Suggestions for teaching: Choose dances that are suitable for the specific group. Start with short, simple routines. Teach the fundamental steps and practice them until they are accurate, clear, and properly timed. Combine fundamental steps in short

sequences. Teach steps by phrasing rather than by count. After the students become acquainted with the various steps and routines, allow them to choose their own music and build their own dances.

Analysis of fundamental steps will be found in Tap Dances for School and Recreation by Anne Schley Duggan (A.S. Barnes and Co.). Tap dances should include the following: waltz routines, soft shoe routines, jigs, military routines, buck routines.

(c) Social Dancing:

Objectives: To develop interest in dancing as a leisure time activity; to acquire the technique of the basic social dance steps such as the Fox-trot and Waltz; to learn the basic combination of some of the more popular social dances such as the Conga and Rhumba; to acquire an understanding of certain activities that can be used for parties where dancing is part of the entertainment; to develop an understanding of social courtesy; to develop the ability to lead and follow.

Social Dance Etiquette: This phase of the social dance should be discussed with the class and suggestions should be given when the opportunity or need arises. The following suggestions in etiquette are given in "Source Materials for Physical Education in Secondary Schools," published by the Florida Department of Education. (1) When there is any girl not dancing, a boy should not stand on the side line or stag line. (2) After a dance, the boy should always thank the girl and she should acknowledge his courtesy. (3) A boy's invitation to dance should not be refused by a girl unless she has a good reason. If she does refuse one partner, she should not accept another one for the same dance. (4) When "cutting in" a boy should touch the shoulder of the partner of the girl with whom he wishes to dance. A girl should not refuse to change partners when someone cuts in. (5) A girl should not be left unaccompanied on the dance floor. The boy may introduce her to someone else, take her to a group of friends, or sit with her until the beginning of the next dance, at which time he may leave.

Social Dance Position: Leading and Following: The correct method of standing in the closed and open position should be taught. Boys should learn the fundamentals of good leading, and girls should be taught the fundamentals of good following.

Dances: Waltz, hesitation steps, fox-trot, cross-chasse, cross-open; polka, minuet, mazurka, Sir Roger de Coverley, Conga, Rhumba; and mixer dances such as The Grand March and The Grand Right and Left.

(d) Mixer Dances:

(1) The Grand March and The Grand Left and Right.
(2) Square Dances.

(e) Interpretative and Ballet Dancing:

These forms of dancing should only be attempted by teachers having special training.

TEACHERS' REFERENCES FOR PHYSICAL EDUCATION

Recreation and Physical Fitness for Girls and Women (Board of Education, London).

Recreation and Physical Fitness for Youths and Men, (Board of Education, London).

The two books named above are to be considered as basic to the courses in Physical Education 1 and 2.

Neils Bukh: Fundamental Gymnastics (E.P. Dutton & Co.).

This book is for the use of teachers who have had training in the Danish system.

Kirkpatrick and Griffith: Physical Fitness (Copp Clark Co.).

Bartlett: Junior Athletics (Clarke, Irwin & Co.).

This is suited primarily to the intermediate grades, but contains sections on games and pyramids suitable for Grade X.

Cotteral: Tumbling, Pyramid Building and Stunts for Girls and Women.

This book is suitable for girls' classes, Grades X and XI.

Williams: Principles of Physical Education.

PHYSICAL EDUCATION 2--OUTLINE OF COURSE

UNIT I: Fundamental Gymnastics, is compulsory and should receive approximately one-third of the time for the period or the week.

UNIT II: Leadership and Coaching, is also compulsory and should be integrated with the activities of the other two units.

UNIT III: The teacher may select activities from any or all of the four following sections:

A. Tumbling, Vaulting, Pyramid Building and Self-Testing Stunts.

B. Track and Field.

C. Individual and Dual Games.

D. Dancing.

UNIT I--FUNDAMENTAL GYMNASTICS

General explanation:

1. The general directions set down for Fundamental Gymnastics in Physical Education 1 are all applicable to this unit.

2. The teacher should aim to accomplish more difficult and more complicated exercises than those attempted in Physical Education 1.

3. Tables suggested for Physical Education 1 should form a basis for this unit. Progression should be attempted by increasing the difficulty of the exercises. Also, tables may be lengthened as proficiency increases. Skill, strength and flexibility acquired in doing the work of Physical Education 1 should enable the pupil to more quickly master more intricate exercises and to extend his range of movement and proficiency.

4. All exercises should be done in a rhythmical manner. Stress should be laid on continuity; long pauses or rests can be eliminated by so arranging the table that different groups of muscles are used.

5. Passive and corrective exercises should be introduced. (Corrective exercises are specialized exercises which are useful where certain groups of muscles are specifically in need of development, e.g., the upper back muscles for holding shoulder blades in place.) Many interesting and effective exercises may be done with the pupils working in pairs. A number of such exercises are given in the suggested references. The more formal part of the table should be followed by a series of passive and corrective exercises. This type of work is particularly valuable as remedial measures, e.g., correcting stiffness of upper back, correcting shortness of hamstrings.

6. Bench exercises may be introduced. The bench serves as a fulcrum around which the body may be worked. Suggestions for these exercises are given in the references.

Time: About one-third of the period should be used for Fundamental Gymnastics.

Tables: Choose tables to suit the needs of the class from the following books:

a) Recreation and Physical Fitness for Girls and Women.

b) Recreation and Physical Fitness for Youths and Men.

c) Primary Gymnastics.

d) 1933 Syllabus of Physical Training.

REFERENCES

Recreation and Physical Fitness for Girls and Women.

Recreation and Physical Fitness for Youths and Men (London Board of Education, H. M. Stationery Office, Adastral House, Kingsway, London).

Bukh, Niels, Primary Gymnastics (Methuen and Co. Ltd., London).

Kirkpatrick and Griffith, Physical Fitness (Copp Clark Co.).

Kiphuth, Robert, How To Be Fit (Yale University Press, New Haven).

Dominion and Provincial Youth Training, Leaders' Manual, (only available to leaders qualified under the Dominion and Provincial Youth Training Plan).

Board of Education, London County Council Schools: 1933 Syllabus of Physical Education (H. M. Stationery Office, Adastral House, Kingsway, London).

Blanchard and Collins, A Modern Physical Education Program (A. S. Barnes and Co.).

Rathbone, Josephine, Corrective Physical Education (W. B. Saunders Co.).

UNIT II--LEADERSHIP AND COACHING

Objectives:

1. To encourage students to participate in a variety of seasonal games for recreation.
2. To familiarize students with rules, procedures, conduct and officiation of popular games.
3. To encourage more skillful participation through a knowledge of accepted systems or styles of play.
4. To train capable officials, such as score-keepers, time-keepers, referees, umpires, managers, linesmen, equipment monitors, record-keepers.

Administration:

Students should have opportunities to participate in the following types of administrative duties:

1. Organization of leagues and schedules.
2. Arranging play-offs.
3. Publicity.
4. Integration with other school activities.
5. Managerial duties.

Coaching:

Students should be taught and have practice in the following phases of coaching:

1. Mastery of the fundamentals of the game.
2. Knowledge of systems.
3. Choosing teams.
4. Practices and routines.
5. Recognizing fatigue.

Refereeing:

Students should develop considerable skill in refereeing. Emphasis should be placed on (1) rules and their interpretation; (2) signals.

Leadership:

Students should have practice in the following types of leadership:

1. Captaining the team.
2. Acting as student leaders in fundamental gymnastics.
3. Directing groups.
4. Assisting performers in tumbling, vaulting, pyramid building, etc.

Developing the Unit:

Abilities in administration, coaching, refereeing and leadership should be developed through the following activities:

1. Games of low organization, such as Danish Rounders (or Toronto variation), Field Dodge Ball, End Ball, Indoor Hockey, Circle Hoop Ball and other games given in the references.
2. Games of high organization, such as basketball, volleyball, softball, netball, hockey, soccer, 6-man rugby, 12-man rugby, lacrosse, etc.
3. Individual games and sports. such as fencing, archery, golf, tennis, badminton, swimming, skiing, fancy skating, track and field athletics, club swinging.

REFERENCES

Kirkpatrick and Griffith: Physical Fitness (Copp Clark Co.).

Powdermaker, Therese: Physical Education Play Activities for Girls in Junior and Senior High School (A. S. Barnes and Co.).

Tobey, Dane: Basketball Officiating (A. S. Barnes and Co.).

Bee, Clair: Zone Defense and Attack (A. S. Barnes and Co.).

Note: The Barnes Dollar Sports Library has books on almost all sports which would be found helpful in this unit (A. S. Barnes and Co., New York).

UNIT III

A. Tumbling, Vaulting, Pyramid Building, Self-testing Stunts: (General directions given under this section in Physical Education 1 are applicable here.)

Equipment needed:

1. Mats: Two mats 4 feet by 10 feet, if possible. Best mats are those made of three layers of horsehair. (Cost is about $1.25 per square foot.)

Substitutes:

A. An old mattress that has been cleaned and covered.
B. Heavy ticking filled with straw or old clean rags.
C. Three old quilts, tied and bound. (This type of mat can be laundered.)
D. A soft, grassy spot out-of-doors will do.

2. Boxhorse: A sectional boxhorse which can be adjusted to height is best. (See diagram in Physical Fitness, by Kirkpatrick and Griffith, p. 250).

3. Springboard: This piece of equipment is optional, depending upon conditions under which physical education is taught. (For explanation and diagram see Physical Fitness, by Kirkpatrick and Griffith, p. 251.)

General Directions:

1. Tumbling as a part of the activity programme offers an opportunity for the individual to develop agility, flexibility, judgement, balance and control, strength and co-ordination. The satisfaction of attainment is one of the desirable results from these activities which are self-testing stunts.

2. The teacher should train students in the art of "spotting" and assisting performers so that accidents are avoided.

3. Tumbling activities and stunts are listed in order of difficulty, and simpler ones should be tried first.

Tumbling: Warm-up tumbling exercises, such as push-ups and neck rolls, forward roll, backward roll, cartwheels, head stands, forearm stands, kip-up, hand springs (boys only).

Stunts: Knee jump, front straddle, giant roll, alternate hand stand, back roll over partner, thigh stand, stomach pitch, dive, shoulder spring from knees.

With Boxhorse:

(a) With boxhorse turned sideways: crouch vault (squat on and off), crouch on and leap off, straddle on and leap off, side vault, rear vault; neck, shoulder, head, short-arm off, straddle vault length off horse.

Pyramid Building: Students should first attempt balance exercises, then simple pyramids using groups of 2, 3 or 4 before attempting large group pyramids.

Self-Testing Stunts: The purpose of these stunts is to furnish a method by which the student can test himself. For such stunts, see Physical Education Play Activities for Girls in Junior and Senior High Schools, by Therese Powdermaker, Chapter II; and Physical Fitness, by Kirkpatrick and Griffith, pages 226 to 233.

REFERENCES

McLow, L. L.: Tumbling Illustrated (A. S. Barnes and Co.).

Machery, Mathias and Richards: Pyramids Illustrated (A. S. Barnes and Co.).

Cotteral, B. and D.: The Teaching of Stunts and Tumbling, (A. S. Barnes and Co.).

Bartlett, Fred L.: Junior Athletics (Clark Irwin and Co.).

Powdermaker, Therese: Physical Education Play Activities for Girls in Junior and Senior High Schools (A. S. Barnes and Co.).

Board of Education, London County Council Schools, Recreation and Physical Fitness for Youths and Men (His Majesty's Stationery Office, Adastral House, Kingsway, London, W.C. 2).

B. Track and Field:

The inclusion of track and field events in any full-rounded programme of physical education is highly important. This type of activity is not only recreational but gives an opportunity for the exercise of skills gained in the fundamental activities. The introduction of the "tabloid" or group system of competitive activities enables all children to participate effectively, and tends to do away with the development of a relatively small number of "star" performers. Attention should be given to the study of proper methods of training and styles of performance to insure satisfying results for the young participants. Students find new enjoyment and satisfaction in mastering the latest and most effective styles of performance. An example of this is in the change from the old style "scissors" jump to the "western roll." The old style definitely limits the range of competitors, while the "western roll" adds greatly to this range.

Suggested events for tabloid sports:

1. Standing broad jump.
2. Standing high jump.
3. Running broad jump.
4. Running high jump.
5. Shot put (substitute rocks as necessary).
6. Throwing the distance.
7. Throwing through an aperture.
8. Push-ups.
9. Highkick (towards an object).
10. Crawling under and over obstacles.
11. Stepping stones.
12. Log roll.
13. Tossing ball into basket.
14. Throwing ball for baskets.
15. Number of baskets in a minute (from directly under basket, with left or right hand).
16. Jumping over a bench and back a specific number of times in a given time.

Standard Track and Field events:

These events are given in a number of the listed references, e.g. Physical Fitness, by Kirkpatrick and Griffith, Chapters IX and X.

REFERENCES

Kirkpatrick and Griffith: Physical Fitness (Copp, Clark Co.).

Frymir, Alice W.: Track and Field for Women (A. S. Barnes and Co.).

Bresnahan and Tuttle: Track and Field Athletics (V. V. Mosbly Co., St. Louis).

Conger, Ray M.: Track and Field (A. S. Barnes and Co.).

Jones, T. E.: Track and Field (A. S. Barnes and Co.).

Spalding's Athletic Library, Official Track and Field Guide, (American Sports Publishing Co., New York).

C. Individual and Dual Games:

Objectives: To create keen interest and skill that will carry over into leisure time activities and into adult life; to develop an attitude of respect toward opponents and classmates in competition; to develop and foster an attitude of good sportsmanship; to understand good etiquette of the individual sport.

Games: Archery, badminton, tennis, table tennis, wallboard tennis, tether ball, bowling, darts, golf, horseshoes, shuffleboard, and other games that may be suitable to the facilities and the interests of the group.

REFERENCES

Brown, Mary K.: Streamline Tennis (American Sports Publishing Co., New York).

The Official Tennis Guide (A. S. Barnes and Co., New York).

Clark, Coleman: Table Tennis (Prentice Hall, Inc., New York).

Berg, Patty and Dypwick, Golf (A. S. Barnes and Co., New York).

Reichart and Keasey: Modern Methods in Archery (A. S. Barnes and Co., New York).

Individual Sports (N.S.W.A.) (A. S. Barnes and Co., New York).

Kirkpatrick and Griffith: Physical Fitness (Copp Clark Co.).

D. Dancing:

The outline for this activity in Physical Education 1 should be followed with the following additions:

1. Under (c) Social Dancing, add one or two popular current dance fads.

2. Add (e) Creative and Recreational Dances. Either of the following methods for creative dances may be used, but the second is more educationally sound. However, the second method rquires a very satisfactory pianist.

Method I--Students under the teacher's guidance work out dance patterns to fit a selection of classical music.

a) Listen to the music for temp., rhythm, phrasing, climax, etc.
b) The idea behind the dance is decided on next.
c) The story is transferred into motion using either mimicry or symbolic movement.
d) The movement is polished for arrangement and grouping, sequence, climax, and finish.

Method II

a) The idea behind the dance is chosen by the group.
b) The idea is expanded into a story.
c) The time is decided--2/4, 3/4, 4/4, etc.
d) The group translates the idea into motion in that time. A rhythm begins to develop.
e) The pianist improvises music to catch the rhythm and mood of the movement.
f) The movement is polished for arrangement and grouping, sequence, climax and finish.

Recreational--"Dancing for fun"

Choose popular tunes of good variety, temp. and rhythm. From the traditional dance movements you already know, and by adding any suitable ones you can imagine, create a medley that fits the music chosen. These dances can be of three types:

1. Individual dances: Each student dances independently of any other, although all the class may be dancing at one time.

2. Couple dances: Students dance in twos.

3. Small group dances: Students dance in threes, fours, sixes, etc.

4. Group dances: The whole class dances as a group.

REFERENCES

O'Donnell and Dietrich: Notes for the Modern Dance (A. S. Barnes and Co.).

Bollwebber, Edith: Group Instruction in Social Dancing (A. S. Barnes and Co.).

Murray, Arthur: How to Become a Good Dancer (Simon and Schuster).

Hostetler, Lowrence: Art of Social Dancing (A. S. Barnes and Co.).

Blanchard and Collins: A Modern Physical Education Program for Boys and Girls (A. S. Barnes and Co.).

Ford, Henry (Mr. and Mrs.): Good Morning (Music, Calls and Directions for Old-time Dancing) (Published at Dearborn, Mich.).

TABLE 7

SENIOR HIGH SCHOOL HANDBOOK 1950-51*
PART III
THE HIGH SCHOOL PROGRAM

The number in brackets after each subject indicates both its credit value and the number of instruction periods per week that it should receive.

COMPULSORY SUBJECTS

GRADE X		GRADE XI		GRADE XII	
English 1	(5)	English 2	(5)	English 3	(5)
Social Studies 1	(5)	Social Studies 2	(5)	Social Studies 3	(5)
Physical Education 1	(3)				
Health 1	(2)				

ELECTIVES

GROUP A--Academic Electives

Algebra 1	(5)	Algebra 1	(5)	Algebra 2	(5)
Geometry 1	(5)	Geometry 1	(5)	Trigonometry and Analytical Geometry 1	(5)
Chemistry 1	(5)	Chemistry 1	(5)	Chemistry 2	(5)
Physics 1	(5)	Physics 2	(5)	Physics 2	(5)
Latin 1	(5)	Latin 2	(5)	Latin 3	(5)
French 1	(5)	French 2	(5)	French 3	(5)
German 1	(5)	German 2	(5)	German 3	(5)
				Biology 2	(5)

GROUP B--Vocational Electives (Commercial)

Bookkeeping 1	(5)	Bookeeping 2	(5)	Bookkeeping 3	(5)
Shorthand 1	(5)	Shorthand 2	(5)	Business Machines	(5)
Typewriting 1	(5)	Typewriting 2	(5)	Typewriting 3	(3)
				Secretarial Training 1	(7)
		Office Practice 1	(5)	Office Practice 2	(3)

* Senior High School Handbook 1950-51 (Published in 1950). 1950-51 Department Regulations for Senior High Schools. Reference for Physical Education Program of Studies on p. 5 and 1954-5-6 Physical Education (p. 14) refer to Bulletin 3 published in 1946.

GRADE X		GRADE XI		GRADE XII	
GROUP C--Vocational Electives (Technical)					
Woodwork 1	(8)	Woodwork 2	(8)	Woodwork 3	(10) or (15)
Metalwork 1	(8)	Metalwork 2	(8)	Metalwork 3	(10) or (15)
Electricity 1	(8)	Electricity 2	(8)	Electricity 3	(10) or (15)
Automotives 1	(8)	Automotives 2	(8)	Automotives 3	(10) or (15)
Printing 1	(8)	Printing 2	(8)	Arts & Crafts 3	(10)
Arts & Crafts 1	(8)	Arts & Crafts 2	(8)	Fabrics & Dress 3	(10)
Fabrics & Dress 1	(8)	Fabrics & Dress 2	(8)	Home-making 3	(10)
Home-making 1	(8)	Home-making 2	(8)		
Animal Science 1	(8)	Animal Science 1	(8)		
Plant Science 1	(8)	Plant Science 1	(8)		
		Animal Science 2	(8)	Animal Science 2	(8)
		Plant Science 2	(8)	Plant Science 2	(8)
GROUP D--General Electives					
Music 1	(4)	Music 2	(4)	Music 3	(4)
Art 1	(4)	Art 2	(4)	Economics 1	(4)
Dramatics 1	(4)	Dramatics 2	(4)	Creating Writing 1	(4)
General Mathematics 1a	(3)	Survey of English Literature 1	(4)	General Mathematics 3	(5)
General Science 1	(5)	General Mathematics 2	(5)	Farm & Home Mechanics 3	(4)
Biology 1	(3)	Physical Education 2	(3)	Vocations & Guidance 1	(2)
Geology 1	(3)	Health 2	(2)		
Bookkeeping 1a	(3)	Law 1	(3)		
Shorthand 1a	(3)	Psychology 1	(3)		
Typewriting 1a	(3)	Sociology 1	(3)		
Drafting 1	(3)	Drafting 2	(3)		
Farm & Home Mechanics 1	(4)	Farm & Home Mechanics 2	(4)		
Home Economics 1	(4)	Home Economics 2	(4)		
Needlework 1	(3)	Vocations & Guidance 1	(2)		
Vocations & Guidance 1	(2)	Business Fundamentals 1	(3)		
Business Fundamentals 1	(3)				

TABLE 8

CURRICULUM GUIDE FOR JUNIOR/SENIOR HIGH SCHOOL
PHYSICAL EDUCATION, INTERIM EDITION*
DEPARTMENT OF EDUCATION, EDMONTON, ALBERTA
JUNE, 1957
INTRODUCTION

Every school child has need of Physical Education. It is as essential as sleep, diet and cleanliness. Exercise is the only known way of providing for optimal development of the involuntary action of the body. The nervous, the circulatory and the respiratory systems are directly dependent on big-muscle activity. The skeleton in respect to carriage and dynamic posture requires a muscle tone which can only be provided by vigorous muscle action. There is no other way toward organic development and maintenance than through Physical Education.

There is also considerable evidence to indicate the definite contribution Physical Education can and does make toward emotional stability, social development, and even mental productiveness. In the city of Manchester, England, studies were recently made of the relation of physique to scholarship. Only two out of eighty-five children of good scholarship were below the average in physique, while sixty-eight out of one hundred seventy-one poor students, or nearly forty percent, were below the average in bodily measurements. In a test given West Point Cadets it was found that those with the highest all round physical proficiency had the fewest emotional disturbances and were also in the upper half of the Academy academically.

Perhaps nowhere in the student's school life is there a better opportunity for the practical and realistic approach to social development than in the physical education situation where the setting is almost society in miniature with all its exposures to life's problems. The need for co-operation for efficient action and maximum results, opportunities for leadership experience, appreciation of the other fellow's point of view, encouragement of the less gifted, the many values of united team effort, the joy of wholesome competition without humiliation, the appreciation of good organization and management, etc., these and other benefits are some of the intangibles which form a part of the glorious heritage handed down to us through "old country" games and sports.

* Curriculum Guide for Junior/Senior High School Physical Education; Interim Edition: Edmonton: Department of Education, Edmonton, June, 1957.

The balanced and proper use of leisure time appears to be one of the major problems of the future. The acquiring of recreational skills as a means of maintaining interest and continuing participation in wholesome leisure-time activities is of major significance to the progress of society towards a stable democracy. The promotion of these habits and attitudes is important to each individual student. Recreational activities of a physical nature can and will provide such valuable assets as muscle tone, improved respiration and circulation, good mental hygiene and the fun and relaxation which make for a better citizen.

FITNESS AND DYNAMIC POSTURE

While no one should make the error of thinking that muscular development toward physical fitness and proper dynamic posture is the primary concern of a Physical Education program, big-muscle activity should be recognized as a definite means to a total educational end. Fitness and dynamic posture (proper form in both simple and complicated movements as well as graceful and proper carriage) are only two of the many objectives of a good program but they are also interrelated and almost inseparable with all other objectives.

The actual process of teaching correct form or dynamic posture in such things as walking, standing and running is a continuous procedure performed by all professional teachers in the field of Physical Education. It is emphasized at such times as roll call and demonstrations. It is consistently correlated to good muscle tone as a means of maintaining good form without undue fatigue. Physical Education like religion is not something which should be practiced and lived only at certain times or on certain days. The efficient mechanical action of the body affects all of the life's processes and this mechanical action is perfected and maintained only through food, rest and exercise.

Physical fitness and all it means to individual happiness and productivity must not be forgotten by the teacher in the confusion of many details of skill development, class management, selecting of activities, time allotment, etc. Instructors should constantly remind themselves of their obligation to students in respect to the development of habits, attitudes, interests and appreciation of body care through exercise. Intelligent care of the body in turn affects everything that people do or think.

The contents of this publication are intended as a suggested method or guide to the use of the authorized text for the province of Alberta, Physical Education for Junior and Senior High Schools, by M. L. Van Vliet.

SOME NOTES AND COMMENTS
CONCERNING PROGRAM PLANNING IN PHYSICAL EDUCATION
FOR ALBERTA JUNIOR AND SENIOR HIGH SCHOOLS

1. One of the most important aspects of a good program in physical education is thoughtful pre-planning in view of the available facilities, types and amounts of equipment, activities to be selected, assistance available, potential student leadership, and the amount of time available each week.

2. It is usually a good idea to draw up a broad outline of the year's program by seasons and weeks which can be discussed with the principal and the other teachers involved.

3. While the selection of activities is greatly dependent upon equipment and facilities, every effort should be made to provide a breadth of program in keeping with recommended standards. In many cases, logical improvising is much better than the mere elimination of an activity due to the inconvenience of providing for it.

4. Choice of an activity or activities on the spur of the moment without any relationship to total year's operation and then proceeding to teach the activity off the "top of one's head," as it were, provides no better results than the same kind of effort in the teaching of English, Physics or Chemistry. What to do, when to do it, and how to do it, are problems that can best be solved by a full analysis of the local situation, along with the co-operative efforts of both students and staff. Program planning need not be and should not be solely a one-person effort on the part of the teacher but a result of the combined suggestions of colleagues, superiors and students.

5. Provincial regulations now provide opportunities for physical education to be taught 2-4 periods per week in Junior High School and 2-5 periods in Senior High School. In Grades VII, VIII, IX, the emphasis should be on the simplest forms of the various activities with much attention given to lead-up games and skill drills in game form. This should also be a period in which by far the major emphasis is placed on the values of a good intramural program as a suitable outlet for trying out the newly acquired skills. While there should be no less emphasis on the intramural program in Grades X, XI, and XII, there should be provided a good inter-school program as an outlet to those who have superior talents.

6. Some aspects of advanced planning would include:

   a) Thoughts given to the advisability of a double period and the most advantageous time during the day to schedule physical education classes.

   b) Consideration of assistance from other staff members and capable students leaders, with regard to the primary needs of the local students in terms of fitness, social development and recreation.

   c) Making certain that all facilities and equipment are in good repair and, in particular, all those which might violate safety standards, thus allowing a high potential injury rate.

   d) Caring and storing of equipment.

   e) Planning of the program with a view to alternates for inclement weather--particularly toward the end of the fall season and in the early spring.

   f) Consideration of the activities normally recommended for any particular age group; i.e., for this reason, certain aspects of dancing for boys might be emphasized in Grades IX and X and de-emphasized in Grades VII and VIII.

   g) Consideration of routines which provide greater efficiency in class management and thus providing more time for "getting on with the job." Such routines might include: an adequate system of roll call, traffic paths in locker rooms, use of showers, set areas in the fields for certain types of activities, observation of bulletin board, checking equipment in and out, etc.

7. It is usually a good idea for a teacher to design a very simple lesson plan form which might include some of the following items:

   a) Time allotted to roll call and warm-up.

   b) Time allotted for review.

   c) Time allotted for introduction of new skill.

   d) Decision as to the amount and type of demonstration.

   e) Equipment required for the particular class period.

f) Special phrases and visual aids decided upon to speed up the learning.

g) Type and amount of practice time allotted--whether it is to be in the form of an actual game, a lead-up activity which has most of the fun qualities of the game itself, or a drill which might take the form of a relay competition.

8. Considerable thought should be given to the very serious problem in physical education centered around the relationship of the amount of time and the method used to teach skills and the time available for the actual practicing of the game or activity. In general, it is preferable to use the "whole-part-whole" method, that is, at the earliest possible moment playing the entire game or going through the motions of completing the overall operation of the activity, then teaching the skills in relationship to individual and group weaknesses and gradually building up to a reasonable performance of the activity to be taught. In so far as possible, it is essential that the class and the individuals in the class recognize within themselves the need to practice and improve in individual skills which will enhance their ability to perform the entire movement or game. It is a healthy sign in any physical education class when the students are requesting instruction in specific techniques so that they may improve their ability up to a reasonable level.

9. Most experienced teachers have found it very worthwhile to parallel the intramural program and the physical education instructional program. In other words, in most cases it appears preferable that instruction in volleyball should be carried on simultaneously or at the same time in the school year as the intramural volleyball program is in operation. This is not possible in all cases, but where applicable, it is found that the interest and general improvement rate serves to upgrade both the physical education classes and the intramural program.

10. Many teachers who have not had formal training in the field of physical education and yet find themselves responsible for physical education in the school, have been particularly uncertain of the amount of time which should be spent on games, dance, acquatics, et al., and the amount of time spent on informal and formal calesthenic drill. Perhaps the best recommentation to make in this regard would be to suggest that, as a general rule, most purely mechanical exercising routines should be limited to the first few minutes of a class in what might be called a "warm-up period." It should be pointed out,

however, that at no time in a physical education program should muscle tone and general physical fitness be de-emphasized. A constant objective before the teacher is to provide a program which will encourage the students to take part in the activities taught during out-of-school time, since if the students were only to engage in worthwhile physical activities in two, three or even five periods a week in school, the actual improvement or maintenance of fitness would be non-existent. Physiologists say that a secondary school pupil needs at least one to two hours of big-muscle activity, while children up to the age of twelve need two to five hours of such activity each day.

11. The major headings for program activities as shown in the new book Physical Education for Junior and Senior High Schools includes: Acquatics; Dancing; Team Sports, such as Badminton, Golf, and Tennis; Warm-up and Conditioning Exercises; and Corrective Exercises. These, added to a well-organized and well-supervised program of intramural and inter-school athletics will provide the kind of opportunities necessary for maximum growth and development of our Alberta youth.

SAMPLE ACTIVITY UNITS

The activity units included in this section are not intended as a comprehensive outline of each area nor are the areas selected to be considered to have any priority over any other activities which might be selected for a particular program. The material here-in presented is intended merely as a guide and as an example for one way of treating certain program elements toward the development of a year's outline by weeks and units. Each period as shown must in turn be expanded into individual lesson plans comparable to those shown on pages 16, 17, and 18 of the text, Physical Education for Junior and Senior High Schools.

At the present time Physical Education is not required in Grade XI. Teachers and Administrators should realize that this situation has existed almost solely because of the lack of facilities and not for any scientific or general academic reason. With the increase in facilities, equipment and staff all schools are urged to include Physical Education 20 as an elective in Grade XI. The Grade IX program may be developed on similar lines as for those of Grades VII, VIII and X. The Grade XI program of Physical Education 20 should emphasize carry-over activities for recreational and fitness purposes. Stress should be placed in individual and dual sports, acquatics and fitness exercises of more individual nature.

APPENDIX B

HISTORICAL HIGHLIGHTS IN CITY PHYSICAL EDUCATION

APPENDIX B

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TABLE 1

THE RUTHERFORD INTER-COLLEGIATE CHALLENGE CUP WINNERS
1909-1973*

ENGRAVED ON CUP:	Defended	
Edmonton	Oct 16	1909
Red Deer	Apr 25	1910
Edmonton	May 24	1913
Strathcona	May 11	1914
Victoria	May 23	1915
Strathcona	Oct 8	1915
Victoria	May 23	1916
Strathcona	Nov 1	1916
Victoria	Nov 1	1917
McDougall	Nov 20	1920
Victoria	May	1921
Technical H. S.		1925
Strathcona H. S.		1926
Strathcona H. S.		1927
Eastwood H. S.		1928
Victoria H. S.	Jun 4	1929
Victoria H. S.		1930
Strathcona H. S.		1931
Technical H. S.		1932
Strathcona H. S.		1933
Victoria H. S.		1934
Eastwood H. S.		1935-36
McDougall Commercial H. S.		1937
Strathcona H. S.		1938
Eastwood H. S.		1939
Strathcona H. S.		1940
Technical		1941
Strathcona		1942-45
Victoria		1946
Eastwood		1947
Victoria		1948
Eastwood H. S.		1951-52
VCHS		1953
VCHS		1959
VCHS		1960

* E. Rogers, History Made in Edmonton, p. 54.

Strathcona	1961
Bonnie Doon	1963
Bonnie Doon	1964
St. Josephs	1965
Bonnie Doon	1966
St. Josephs	1967
Ross Sheppard	1968
St. Josephs	1969
O. Leary	1970
McNally	1971
St. Josephs	1972
St. Josephs	1973

This trophy donated by Hon. A. C. Rutherford for Association Football Competition in the High Schools. It is the oldest Sports Trophy in Alberta.

TABLE 2

EDMONTON HIGH SCHOOL LEAGUE CHAMPIONS
DURING THE DEPRESSION YEARS

RUGBY FOOTBALL

Year	Senior	Junior
1929-30	Garneau High School (Also Prov. Champions)	Victoria High School
1930-31	Victoria High School	Victoria High School
1931-32	Victoria High School	Victoria High School
1932-33	Victoria High School	McDougall Comm.
1933-34	Not awarded	McDougall Comm.
1934-35	Garneau High School	Victoria High School
1935-36	Victoria High School	
1936-37	Victoria High School	Separate High

HOCKEY--BOYS

Year	Senior	Junior
1929-30	Victoria High School	Eastwood High School
1930-31	Scona Comm. High School	Eastwood High School
1931-32	Scona Comm. High School	Victoria High School
1932-33	Scona Comm. High School	Victoria High School
1933-34	McDougall Comm.	Scona Comm.
1934-35	McDougall Comm.	Scona Comm.
1935-36	Garneau High School	Strathcona Comm.
1936-37	Separate High School	McDougall Comm.

BASEBALL--BOYS

Year	Senior
1929-30	Victoria High School
1930-31	Victoria High School
1931-32	
1932-33	Eastwood High School
1933-34	Eastwood High School
1934-35	Eastwood High School
1935-36	
1936-37	Victoria High School

GIRLS BASKETBALL

Year	Senior	Junior
1929-30	McDougall Comm.	
1930-31	Victoria High School	McDougall Comm.
1931-32	Westmount	McDougall Comm.
1932-33	McDougall Comm.	Calder Jr. High School
1933-34	McDougall Comm.	King Edward
1934-35		
1935-36		
1936-37	McDougall Comm.	McDougall Comm.

BOYS BASKETBALL

Year	Senior
1936-37	Victoria High School

TRACK AND FIELD

Year	Senior	Junior
1929-30	Victoria High School	King Edward Jr. High School
1930-31	Victoria High School	King Edward Jr. High School
1931-32	Victoria High School	
1932-33	Victoria High School	Oliver Jr. High School
1933-34	Victoria High School	

SENIOR HIGH SCHOOL CADET SHIELD (WEAVER SHIELD)

Year	Senior
1929-30	Eastwood High School
1930-31	Eastwood High School
1931-32	McDougall Comm.
1932-33	McDougall Comm.

These records are taken from a "black booklet" held by Edmonton Public School Offices, Physical Education Department.

TABLE 3

EDMONTON CITY POPULATION
1878-1961

1878	148	Unofficial
1887	350	Author's Estimate
1894	1,021	N.W.M.P. Census
1904	8,350	City Census
1911	24,900	Dominion Census
1912	50,000	After amalgamation with Strathcona
1921	58,821	Dominion Census
1931	79,197	Dominion Census
1941	93,817	Dominion Census
1951	159,631	Dominion Census
1956	226,002	Dominion Census
1961	281,027	Dominion Census

Above figures are taken from J. G. McGregor's book, History of Edmonton, Appendix IV, Population, p. 327.

TABLE 4

HIGH SCHOOL ENROLLMENT--EDMONTON S.D. NO. 7
AT SELECTED INTERVALS FROM 1900-1960

1902	53	
1905	126	
1906	142	
1907	127	
1911	321	Before Edmonton/Strathcona union
1921	1,057	
1927	1,853	
1930	2,527	Includes Junior High
1933	3,000	
1937	2,831	
1940	3,132	
1945	2,696	
1950	2,881	
1955	3,996	
1956	4,420	
1957	5,084	
1958	5,991	
1959	6,581	

1902, 1905, 1911 figures from E.P.S.A.R., 1911, p. 42.
1906, 1907 figures from E.P.S.A.R., 1907, p. 32.
1921-1950 figures from E.P.S.A.R., 1954, p. 52.
1955-1959 figures from E.P.S.A.R., 1959, p. 18.

TABLE 5

B.ED. IN PHYSICAL EDUCATION*

FIRST YEAR:

1. Chemistry 42
2. Philosophy 2
3. English 2
4. Zoology 1
5. Physical Education 102: Elementary School Physical Education
6. Physical Education 103: Introduction of Physical Education
7. Physical Education 106: Activity Lab

SECOND YEAR:

1. Philosophy 51, 54, or 56
2. Physical Education 216: Elementary Anatomy (Human)
3. One option from Division A, B, or C (see Notes below)
4. Physical Education 202: Health Education
5. Education 261: Education Administration
6. Physical Education 201: Equipment Workshop in Physical Education
7. Physical Education 204: Activity Lab
8. Physical Education 206: Activity Lab
9. First Aid Certificate

Notes: Division A Subjects: Languages and Fine Arts
Division B Subjects: History, Political Economy, etc.
Division C Subjects: Science, Mathematics
Students are responsible for qualification outside of regular academic program.

THIRD YEAR:

1. Physiology 61
2. One option sequent to any A, B, or C course taken in first or second year
3. Education 492: Philosophy of Education
4. Physical Education 304: Activity Lab
5. Physical Education 306: Activity Lab

* University of Alberta Calendar 1950, pp. 230-231.

6. Physical Education 307: First Aid and Care of Athletic Injuries
7. Physical Education 309: Athletic Coaching and Officiating
8. Physical Education 315: Kinesiology
9. Physical Education 317: Preventive and Corrective Physical Education

FOURTH YEAR:

1. Education 380
2. Education 382
3. Education 476
4. Physical Education 401: Organization and Administration of Physical Education
5. Physical Education 404: Activity Lab
6. Physical Education 406: Activity Lab
7. Physical Education 407: Tests and Measurements in Health and Physical Education
8. Physical Education 410: Community Recreation
9. Physical Education 419: Current Practices in Health Education
10. Physical Education 421: Organization and Administration

FACULTY OF EDUCATION*
PHYSICAL EDUCATION

P.E. 106, 204, 206, 304, 306, 404, 406--Physical Education Activities 4 hr. lab

M. L. Van Vliet and Staff

The theory and practice of physical education designed to develop skill in, and an understanding of, the activities considered most valuable for schools and community recreation. The following activities are included:

Individual and Dual Activities:

Badminton
Tennis
Handball (men only)
Archery
Golf

Dance:

Elementary Rhythms
Social
Folk
Modern (women only)

* University of Alberta Calendar 1950, pp. 247-249 (passim)

Boxing (men only)
Wrestling (men only)
Track and Field
Skating

Team Games:

Volleyball
Basketball
Soccer
Speedball
Ice Hockey (men only)
Softball
Baseball (men only)
Football (men only)

Gymnastics:

Tumbling
Apparatus (men only)
Free Exercises
Body Dynamics

Acquatics:

Elementary Swimming
Intermediate Swimming
Advanced Swimming
Life Saving and Water Safety
Diving

P.E. 100--Health and Physical Education

Interpretation of the Course of Studies for the elementary and intermediate schools. Consideration of health of pupils and teacher. Principles of healthful living.

Also an introduction to the theory and practice of physical education. Activities will include: story plays, rhythmical exercises, rhythms, games of low organization, simple team games, self-testing stunts, folk and group dancing, individual athletic events, tumbling and pyramid building.

Health and Physical Education will be taught separately as half courses and marks recorded separately.

102. Elementary School Physical Education — 1 hr. lect, 2 hr. lab

A. W. Eriksson

The theory and practice of physical education activities in elementary schools. Activities will include: story plays, rhythmical exercises, rhythms, games of low organization, simple team games, self-testing stunts, folk and group dancing, individual athletic events, tumbling and pyramid building.

Text-book: Neilson and Van Hagen, Physical Education for Elementary Schools.

103. Introduction to Physical Education — 2 hr. lect

M. L. Van Vliet

A survey of the field of physical education with emphasis on factual information, directed toward the development of a scientific program of physical education. This course will include a brief study of the history of physical education as well as underlying philosophies.

Text-books: Nixon and Cousins, Introduction to Physical Education: Williams, Principles of Physical Education.

201. Equipment Workshop in Physical Education — 1 hr. lect, 2 hr. lab

A. W. Eriksson

Experience in making, designing and repairing equipment. Attention is given to equipment problems in both school physical education and community recreation with the main emphasis on rural situations.

216. Human Anatomy — 2 hr. lect, 2 hr. lab

H. J. McLachlin

Gross anatomy; the skeletal and muscular structures, the circulatory, respiratory, digestive and neural systems and their functioning in activities related to physical education.

Text-book: Bowen and Stone, Applied Anatomy and Kinesiology.

307. First Aid and Care of Athletic Injuries — 1 hr. lect, 2 hr. lab

A. W. Eriksson

Advanced first aid with practical experience in massage, elementary physiotherapy and prevention and care of athletic injuries.

309. Athletic Coaching and Officiating — 3 hr. lect

M. L. Van Vliet

Theory and practice of coaching and officiating team sports. A survey of the leading coaching methods in use for the various

major sports; discussion of strategy, conditioning, technique and other coaching problems.

315. Kinesiology 3 hr. lect.

A. W. Eriksson

A study of joint and muscle action in the balance and movement of the human body in its parts and as a whole. Emphasis is placed on learning and muscle action and its co-ordination as applied to special problems in physical education.

Text-book: Wells, Kinesiology.

317. Preventive and Corrective Physical Education 3 hr. lect.

A. W. Eriksson

A study of structural defects in relation to posture, habits, and environment. Theory and practice of corrective and preventive exercise adapted to individual needs.

401. Organization and Administration of Physical Education 3 hr. lect.

M. L. Van Vliet

Distribution of time, equipment, facilities and staff in a comprehensive junior and senior high school program including health instruction, health service, sanitation, the required activities, intramural activities and inter-scholastic athletics.

Text-books: Williams and Brownell, Organization and Administration of Health and Physical Education.

407. Tests and Measurements in Health and Physical Education 3 hr. lect.

H. J. McLachlin

Criteria for selection of tests and the place and potential use of measurement in the fields of health and physical education. Critical analysis of existing methods in physical education. Study of current tests from both practical and theoretical standpoints. Use of tests in the administration of physical activity programs.

410. Community Recreation — 1 hr. lect. 3 hr. lab.

W. D. Smith

A study of the philosophy, principles and practices of recreation applied to problems of organization, administration and supervision on a local, provincial and national basis.

419. Current Practices in Health Education — 3 hr. lect.

P. Austin

A survey of present day problems in community hygiene with special emphasis on nutrition, sanitation and preventive medicine. A study of local, provincial and national health agencies and their relation to sound health practices.

421. Organization and Administration of School Health — 3 hr. lect.

P. Austin

A study of basic principles underlying the organization, administration and teaching techniques of the important phases of the school health program. This course emphasizes the physical aspects of health instruction, health environment and the health service. Survey of available teaching materials used in the classroom with particular emphasis on the junior and senior school level.

TABLE 6

CANADIAN ASSOCIATION OF HEALTH,
PHYSICAL EDUCATION AND RECREATION
HONOUR ROLL

NATIONAL PRESIDENT

1948	Stuart A. Bird
1957-9	Dr. M. L. Van Vliet

R. TAIT MCKENZIE HONOR AWARD

1950	Joseph H. Ross, Alberta
1957	Miss Alberta Hastie, Edmonton, for work in Health Education
1963	Dr. M. L. Van Vliet, Edmonton Miss E. M. McFarland, Edmonton
1965	Dr. Don Smith, Edmonton A. W. E. Eriksson, Edmonton

* From 1933 to 1947 the association was known as the Canadian Physical Education Association.

(C.A.H.P.E.R., February 1947, Bulletin No. 14, No. 4)

Information taken from C.A.H.P.E.R. Bulletins 1948-1965

TABLE 7

CALGARY BOARD OF EDUCATION

February 13, 1978

Mr. H. N. Payne
Box 97
Cold Lake, Alberta
TOA OVO

Dear Mr. Payne:

The records of the Calgary Senior High School Athletic Association show that informal discussions re the potential of an athletic association to be involved with senior high school athletics at the Provincial level were a part of the Association in the spring of 1949. The suggestion arose from the fact that the Western Canada High School Senior Boys' Basketball team had been involved in a type of playdown to a Provincial Championship that had first been proposed as a best of three series with Raymond High School. The winner to advance against Edmonton. It was accepted by Western as a two game total point series. Lyman Jacobs was the Raymond coach--I was the Western coach. My team was eliminated. Discussion took place at the spring meeting.

Similar experience in 1950 with Western involved with Cardston caused additional discussion in the spring meeting of 1950. The move at that time, however, was to an intercity concept--between Calgary and Edmonton.

The persons involved in the discussions in 1948 and 1949 were W. J. "Bill" Hackett; J. J. "Johnnie" Souter; John F. Mayell; Ward Steckle; and Lawrence Parker. The first three mentioned were coaches at our three senior high schools; Steckle was Supervisor of Physical Education and Director of Athletics; Lawrence Parker was chairman of the Basketball Committee for the Calgary Senior High School Athletic Association.

As a result of the discussions, the minutes of the Calgary Boys' Senior High School Athletic Association--Annual Meeting--Empress Grill--October 17, 1949 state:

"New Business"

a) "Secondary School Athletic Association"

"Mr. E. M. Borgal moved that this Board go on record as being in favor of the creation of a Provincial Secondary School Athletic Association."

Seconded by Mr. Parker. CARRIED.

It is interesting to note that Mr. Borgal was the Association's Football Committee Chairman.

I trust this will be of some assistance to you. If you require additional information, I shall be pleased to cooperate.

Yours very truly,

John F. Mayell
Coordinator
Physical and
Expressive Education

TABLE 8

LANDMARKS IN THE EDMONTON PUBLIC HIGH SCHOOL SYSTEM
1885-1960
IN RELATION TO PHYSICAL EDUCATION

1887	Official recognition of physical education (in School Ordinance 1887 section 83).
1890	Formal work in Physical Education started in Edmonton Schools.
1893	First District School Soccer Championship between Edmonton and South Edmonton.
1895	The start of organized School Hockey in Edmonton.
1907	Mr. C. K. Flint appointed Edmonton's first Physical Education Instructor.
1908	First Basketball tournament involving Edmonton Schools.
1909	Strathcona High School opened with gymnasium in basement.
1911	Victoria High School opened with gymnasium in basement.
1914	Beginning of "Edmonton Grads" from McDougall School.
1922	Decision of Department of Education to make Physical Education compulsory in Alberta schools.
1933	Cadet Training in City Schools abolished.
1936	Eastwood School has Gymnasium annex built.
1939	New Program of Studies issued by Department of Education includes Bulletin IV Physical Education
1946	New "Bulletin III" Physical Education issued by Department of Education.
1950	B.Ed. in Physical Education introduced at University of Alberta.
1951	Victoria Composite High School officially opened.
1954	Eastglen Composite High School officially opened.
1956	Strathcona Composite High School officially opened.

1956 The Alberta School Athletic Association formed. Edmonton first Provincial Champions at Basketball (Victoria Composite High School).

1957 Strathcona Composite High School pool opened.

1958 Ross Sheppard Composite High School officially opened.

1958 Bonnie Doon Composite High School officially opened.

1959 Ross Sheppard Composite High School Dominion Curling Champions.

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